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# Write Where We Belong

## Language

**Including:**

Rules! Rules! Rules!
Everyone has Responsibilities
What Are My Responsibilities?
One Thing Leads to Another
Consequences!
The Write Consequence
Remarkable Relationships
How Can I Ever Thank You?
Special Places
Important Events in My Life
Personal Timeline

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An Integrated Unit for Grade 1

**Written by:**

**Jody Kitson-Roy, Donna Cox (Project Leader)**

Length of Unit: approximately: 17.3 hours

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# Write Where We Belong

## Language An Integrated Unit for Grade 1

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The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

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**An Integrated Unit for Grade 1**
**Written by:**

**Jody Kitson-Roy, Donna Cox (Project Leader)**

Renfrew County District School Board

**Based on a unit by:**

Jody Kitson-Roy, Donna Cox (Project Leader)

Renfrew County District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

**Write Where We Belong**
**Language** An Integrated Unit for Grade 1

# Task Context

In this unit, Grade 1 students are immersed in a variety of personally meaningful activities to further develop their ability to communicate ideas through writing, to organize information in proper sequence, and to write simple sentences using capitals and periods. This unit is designed to be taught in conjunction with or following the Social Studies unit, Relationships, Rules and Responsibilities. Not only do the activities in this unit enrich students' ongoing development of writing skills, but they also provide opportunities for students to examine important connections in their own lives.

Students are motivated to write when writing activities focus on their own experiences. Therefore, the Writing and Social Studies expectations chosen for this unit naturally complement each other. Students produce various forms of fictional and nonfictional writing including: posters, cloze procedure booklets, journals, short stories, thank you cards, class books, and timeline assignments. Each subtask builds on the knowledge, skills, and attitudes developed in the previous subtasks.

Throughout the unit, students explore a variety of materials that exhibit sequenced events. To demonstrate application of their new learning, students produce a personal timeline that includes a written description of the people, places, and events they consider important.

# Task Summary

Students explore their personal relationships, rules and responsibilities while improving their writing skills.

The subtasks are meaningful on their own but when taught together they provide a solid framework for writing. Lessons are sequenced to promote student success. As new skills are developed and built upon, the lessons become more challenging leading to the culminating activity. By participating in the activities, students gain a wealth of knowledge, skills, and attitudes from which they can produce their final product.

The culminating task is an open-ended activity that allows students to demonstrate their new learning in both Writing and Social Studies. Students choose their own medium to produce personal timelines.

# Culminating Task Assessment

Students produce timelines to depict significant people, places, and events for each year of their lives. Timelines should include both pictorial and written information. Students choose a variety of presentation methods, such as a poster, a big book, or a display to share their information. Both the process and the finished product allow students to demonstrate their knowledge of and attitudes toward the Social Studies concepts and their skills in Writing. Students present their timelines to the rest of the class.

For the Writing strand, students are assessed using a rubric that considers their reasoning skills, communication skills, organization of ideas, and application of language conventions. The Social Studies strand is assessed using a separate rubric that considers the student's understanding of concepts, communication of required knowledge, and application of concepts and skills. The teacher examines each student's writing portfolio which contains the various tasks completed during the unit.

# Links to Prior Knowledge

The Grade 1 students should be able to:
- hold a pencil properly
- print the letters of the alphabet
- identify the letters of the alphabet and their corresponding sounds
- blend some sounds together when attempting to spell words
- write simple messages using pictures, symbols, letters, phonetic spellings, and familiar words

- write using a variety of tools and media
- contribute words or sentences to a class narrative that is written on a chart by the teacher
- have previous experience creating story maps (e.g., for books read aloud to them and other writing experiences).

# Considerations

ESL
ESL/ELD students should be positioned close to the teacher during direct instruction and demonstrations. Peer coaches may also be beneficial.

# Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Teachers should be sensitive to the personal nature of the experience and discussion of sensitive issues. Teachers must follow board policies in situations of disclosure.

1) This unit should be taught midway through the school year after students have developed some basic writing skills.

2) Each student should be provided with a writing portfolio to collect writing samples completed within this unit. Portfolios can be handmade or commercially prepared.

3) Estimation of lesson times is only approximate. The teacher may decide to present longer lessons in an individual session or over the course of several days.

4) There are several opportunities to assess student performance during this unit, with assessment tools suggested in each subtask. However, the teacher is encouraged to use other appropriate strategies and tools.

5) Resources listed are only suggestions. The teacher should incorporate other appropriate resources located in his or her own school, school board, local library, or on the Internet. It is vital that the teacher previews any materials before utilizing them with students. Resources should be collected in advance and made available in the classroom.

6) To provide a rich environment for writers, incorporate word walls, word worms, word webs, labelled items, pocket chart words and phrases, chart stories, personal dictionaries, big books, pattern books, and language rich books in your program. Encourage students to refer to such resources throughout the unit.

7) The URLs for the websites were verified to be operational and appropriate prior to publication. However, the

teacher should always preview websites prior to assigning them for student use.

8) The teacher needs to consult board policies regarding the use of copyrighted materials. Before reproducing materials for students from printed publications, the teacher needs to ensure that his or her board has a Cancopy licence and that this licence covers the wanted resources. Before viewing videos or films with students, the teacher needs to ensure that the board has obtained the appropriate public performance videocassette licence from an authorized distributor. The teacher is reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

**Adaptations**

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

- Students who have not yet developed independent writing skills may present their ideas orally as the teacher scribes, then students could copy the text or trace over the text.

- Students with fine motor difficulty may need teacher assistance for hand-over-hand writing or the teacher may have to scribe for them.

- Some students may require additional time to complete tasks.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

**1 Rules! Rules! Rules!**

In the introductory subtask, students think and write about the rules they encounter in their day-to-day lives. The topic is introduced with a story about rules. Students discuss the fact that rules are needed at home, at school, and in the community. In small groups, students brainstorm some rules and report to the whole class. To demonstrate their learning, each student creates a poster that depicts one rule from home, school, or community. The teacher monitors the small group activities, the creation of the posters, and the final products to obtain an initial assessment of each student's writing ability.

**2 Everyone has Responsibilities**

On Day One, students brainstorm a number of community helpers and the teacher creates a word web of their responses. Family members may be included on this list. The class discusses some of the responsibilities of each community helper. Following the brainstorming session, students play a game "Who Am I?". On day two, the teacher reviews the ideas presented in the previous day's activities and provides the students with a writing book. Students complete and illustrate the sentences to demonstrate their acquired skills and knowledge. The finished product may be presented to reading buddies or another class.

**3 What Are My Responsibilities?**

In this subtask, students recall some of their own responsibilities and act them out by playing charades. The teacher models the writing process and then students create individual journals. On the following day, the teacher presents a journal and elicits students' suggestions for adding capitals and periods in the appropriate places. The teacher verbalizes the thinking. Students refer to their own journals and edit for capitals and periods.

**4 One Thing Leads to Another**

The concept of sequencing events is introduced using a story. Students visit four stations within the classroom and work as a group to sequence events. Students discuss the fact that some events must be preceded by other events. Individually, they draw or paste pictures in the proper sequence and write a corresponding statement for each picture.

**5 Consequences!**

Students learn that for every action there is a reaction, whether positive or negative. In small groups, the students create puppet shows that demonstrate the consequences of not following a rule or fulfilling one's responsibility. They present the puppet shows to classmates. Following the presentations, students complete a written group assessment.

**6 The Write Consequence**

The teacher models each stage of the writing process to create a class story. By verbalizing the thinking process, the teacher helps the students perceive how writers develop ideas. Subsequently, the students follow the writing process to create their own short story in which the main character must face the consequences of his or her actions. Completed stories are shared with others and/or displayed.

**7 Remarkable Relationships**

Students consider the variety of people with whom they have a relationship. A story or song could be used to introduce the topic. The teacher may bring in photographs of various family members, friends, pets and/or community members to describe the kind of relationship he or she has with each. Students offer examples of their own relationships and the teacher lists them on chart paper. As a class, briefly discuss why each relationship might be important. To demonstrate their learning students complete a Relationship Mini-book.

# Write Where We Belong

**Language** An Integrated Unit for Grade 1

**8 How Can I Ever Thank You?**

After being introduced to the concept of being thankful, students refer to the list of people with whom they share a relationship and think of reasons why they might want to thank someone on the list. The teacher displays a variety of thank-you cards and explains to the class that they will be designing and writing their own thank-you card to someone of their choice. Either the teacher or a local artist models how to design and write a thank-you card. Students create handmade or computer-generated thank-you cards and distribute them to the appropriate recipients.

**9 Special Places**

The teacher displays photographs or pictures of various important places and explains reasons why they might be considered special. The teacher uses one of the pictures to model how to write a paragraph. Students close their eyes and imagine a place they consider special and think of reasons why this is a special place. For the application, each student draws an important place in his or her life and writes a paragraph to tell about it. The students' paragraphs are bound together in a class book for sharing.

**10 Important Events in My Life**

The teacher presents a page with photographs or illustrations of important events in his or her life. Under each photograph, the teacher writes a caption that explains why the event is special. Students brainstorm a list of important events in their own lives and choose four events to illustrate and write a caption about. When the writing activity is complete, students cut their sheets to separate the four events. Students exchange their four cards with a partner, and the partner attempts to sequence the events in the proper order to create a mini-timeline.

**11 Personal Timeline**

Students produce timelines to depict significant people, places, and events for each year of their lives. Timelines should include both pictorial and written information. Students choose a variety of presentation methods, such as a poster, a big book, or a display to share their information. Both the process and the finished product allow students to demonstrate their knowledge of and attitudes toward the Social Studies concepts and their skills in Writing. Students present their timelines to the rest of the class.

For the Writing strand, students are assessed using a rubric that considers their reasoning skills, communication skills, organization of ideas, and application of language conventions. The Social Studies strand is assessed using a separate rubric that considers the student's understanding of concepts, communication of required knowledge, and application of concepts and skills. The teacher examines each student's writing portfolio which contains the various tasks completed during the unit.

## Description

In the introductory subtask, students think and write about the rules they encounter in their day-to-day lives. The topic is introduced with a story about rules. Students discuss the fact that rules are needed at home, at school, and in the community. In small groups, students brainstorm some rules and report to the whole class. To demonstrate their learning, each student creates a poster that depicts one rule from home, school, or community. The teacher monitors the small group activities, the creation of the posters, and the final products to obtain an initial assessment of each student's writing ability.

## Expectations

| | |
|---|---|
| 1e1 A | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e9 A | – write simple but complete sentences; |
| 1e15 A | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1e17 A | – print legibly (capitals and small letters); |
| 1e18 A | – leave spaces between words. |
| 1e14 A | – use phonics to spell unfamiliar words; |
| 1e7 A | • use and spell correctly the vocabulary appropriate for this grade level; |
| 1z11 A | – identify rules in the home, at school, and in the community (e.g., bedtime, no running on stairs, looking before crossing the street); |
| 1z19 A | – present the results of focused inquiries (e.g., a study of school rules), using simple demonstrations, drawings, and oral and written descriptions. |
| 1e3 A | • write simple sentences using proper punctuation (i.e., periods); |
| 1e8 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

Read Aloud
Oral Presentation

## Assessment

Checklist
Use as a quick means to gain an initial assessment of the student's writing ability. Observations can be made both during the writing process and of the final product. The checklist can be used throughout the unit to assess growth in writing.

Anecdotal Record
Use to expand on any ideas not covered by the checklist. The teacher may make notes on several or all students.

Rating Scale
This four-point scale is used to quickly assess the final product.

Presentation
The teacher may or may not choose to formally assess the presentation of the posters.

### Assessment Strategies

Observation
Classroom Presentation

### Assessment Recording Devices

Checklist
Anecdotal Record
Rating Scale

## Teaching / Learning

Introduction

## Write Where We Belong

**Language An Integrated Unit for Grade 1** **120 mins**

Rules are important in many aspects of our lives. The topic may be introduced with a story that discusses rules (e.g., *Officer Buckle & Gloria* by Peggy Rathman). See the resource list for other appropriate suggestions.

Establishing the New Learning

Following the introduction, the teacher asks the students why rules are important (e.g., for safety, to make situations run smoothly, to make situations fair, etc.). Students name situations where there are rules. Through discussion, the teacher leads the class to understand that rules are needed at home, at school, and in the community.

The teacher divides the class into six small groups. Two groups discuss their rules at home, two groups discuss their rules at school, and two groups discuss their rules in the community.
Each group records their ideas on a piece of chart paper, using pictures and/or words.
The teacher monitors discussions to provide prompting and to keep conversations on task.
After a given amount of time, each group reports its ideas to the class. Each group's chart paper is posted for reference.
Anecdotal records and/or checklists (BLM 1.1) are completed during this activity.

Application - Rule Posters

To demonstrate learning, each student creates a poster that depicts one rule from home, school, or community.
The teacher reviews the features of an effective poster with the class (e.g., simple message; large, easy-to-read text; large, neat illustrations; bold colours; etc.) using appropriate examples of manufactured or handmade posters.
Students work individually to complete their posters.
The teacher circulates and offer suggestions and assistance, as required. Final products are assessed using a four-point rating scale (BLM 1.2). The teacher should display and discuss the rating scale before students begin their work.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

An exceptional student could be provided with a model to follow, shape and letter templates to trace, magazines to cut out pictures.

## Resources

| | |
|---|---|
| **BLM 1.1 Writing Checklist** | BLM_1.1_WritingChecklist_T.cwk |
| **BLM 1.2 Rule Poster Rating Scale** | BLM_1.2_PosterRatingScale.cwk |
| **Officer Buckle and Gloria** | Peggy Rathman |
| **Franklin's Bicycle Helmet** | Paulette Bourgeois |
| **Franklin Plays the Game** | Paulette Bourgeois |
| **Watch Out for Banana Peels and Other Important Sesame Street Safety Tips** | Sarah Albee |
| **Arthur Makes the Team** | Marc Brown |
| **Franklin Plays the Game** | USA Home Video |

| | |
|---|---|
| **Arthur: Arthur Makes the Team** | Sony Wonder Home Video |
| **Chart Paper** | 6 sheets |
| **Poster Paper 12" x 18"** | 1 |
| **Markers** | 1 set |
| **Colouring Materials** | 1 set |
| **Sample posters** | |

## Notes to Teacher

1) This subtask may be extended over two days.

2) The teacher may choose to laminate rule posters.

3) The teacher needs to be sensitive to the fact that there may be a wide variance in the rules in students' homes.

4) When discussing rules at home, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

5) The teacher should collect a variety of sample posters to serve as models for the students.

6) Students may present their posters to other classes in the school. The posters are displayed throughout the school.

## Teacher Reflections

# Write Where We Belong

**Language** **An Integrated Unit for Grade 1** **80 mins**

## Description

On Day One, students brainstorm a number of community helpers and the teacher creates a word web of their responses. Family members may be included on this list. The class discusses some of the responsibilities of each community helper. Following the brainstorming session, students play a game "Who Am I?". On day two, the teacher reviews the ideas presented in the previous day's activities and provides the students with a writing book. Students complete and illustrate the sentences to demonstrate their acquired skills and knowledge. The finished product may be presented to reading buddies or another class.

## Expectations

| | |
|---|---|
| 1e1 | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e4 A | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e14 A | – use phonics to spell unfamiliar words; |
| 1e16 | – use words from their oral vocabulary as well as less familiar words from class-displayed word lists; |
| 1e17 A | – print legibly (capitals and small letters); |
| 1e18 A | – leave spaces between words. |
| 1e7 | • use and spell correctly the vocabulary appropriate for this grade level; |
| 1e13 A | – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists); |
| 1z9 A | – demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect); |
| 1z10 A | – identify and describe the rights and responsibilities of family members (e.g., decision making, chores); |
| 1z19 A | – present the results of focused inquiries (e.g., a study of school rules), using simple demonstrations, drawings, and oral and written descriptions. |

### Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Think / Pair / Share
Mind Map
Game
Review

## Assessment

Checklist
Previous day's checklist can be used to assess both the process and the completed work.

Anecdotal Record
The teacher may continue jot notes about students, using the previous day's anecdotal record, or create a new record. Use to expand on any ideas not covered by the checklist. The teacher may make notes on several or all students.

Assess "Responsibility" booklets for completion and accuracy. Using an anecdotal record, note the student's effort to print legibly and leave spaces between words, use of phonics, and/or spelling ability.

### Assessment Strategies

Observation

### Assessment Recording Devices

Checklist
Anecdotal Record

## Teaching / Learning

**Day One**

Introduction

There are many people in our community and each of them has certain responsibilities. A song could be played or sung to introduce this topic (e.g., *People in Your Neighborhood* by Sesame Street).

Establishing the New Learning
On Day One, students participate in a Think/Pair/Share activity. The teacher instructs students to think of as many community helpers as they can without verbalizing any of their ideas. Then, students discuss their ideas with a partner. The class regroups and the teacher creates a word web or mind map (e.g., BLM 2.1) using their ideas. The teacher uses this as an opportunity to reinforce student knowledge of spelling patterns. The teacher and the class discuss what "responsibility" means (i.e., fulfilling your duties, being accountable for your actions) and some of the responsibilities of each person on the word web.

Application - Who Am I?
Following the discussion, students play a game, "Who Am I?" Each student has a picture of a community helper taped on his or her back. Students guess their own community helper by asking other students questions that require yes or no answers (e.g., "Do I wear a uniform?" or "Am I responsible for taking care of animals?") If students guess their community helper, they move it to the front of their shirts. After a specified amount of time, the teacher asks the students to regroup. If they have not guessed their community helpers, they can check to see who they were. The teacher concludes the lesson by reviewing what it means to be responsible.

**Day Two**
Review
On Day Two, the teacher reviews the ideas presented in the previous day's activities, using the pictures of the community helpers to have recall of the responsibilities of each. There are also many fiction and non-fiction books that complement this topic (e.g., *Community Helpers A to Z* by Bobbie Kalman).

Application - Responsibility Mini-Book
Following the refresher, the teacher provides the students with a writing assignment book which includes a story starter (BLM 2.2, BLM 2.3, BLM 2.4). Students complete the sentences and draw the community helpers to demonstrate their acquired skills and knowledge. The finished product may be presented to their reading buddies or another class.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The student with writing difficulties may need a scribe.

## Resources

| | |
|---|---|
| **BLM 2.1 Word Web (Sample)** | BLM_2.1_WordWebSample_T.cwk |
| **BLM 2.2 Responsibilities - Page 1** | BLM_2.2_BookStarter_Spg1.cwk |
| **BLM 2.3 Responsibilities - Page 2** | BLM_2.3_BookStarter_Spg2.cwk |
| **BLM 2.4 Responsibilities - Page 3** | BLM_2.4_BookStarter_Spg3.cwk |
| **Sesame Street Busy Little Neighborhood** | Anna Ross, Joe Ewers |
| **My Town** | Rebecca Treays |
| **My Street** | Rebecca Treays |
| **Franklin's Neighbourhood** | Paulette Bourgeois |

| | |
|---|---|
| **Come Out and Play Little Mouse** | Robert Kraus |
| **Canadian Garbage Collectors** | Paulette Bourgeois |
| **Canadian Firefighters** | Paulette Bourgeois |
| **Canadian Police Officers** | Paulette Bourgeois |
| **Canadian Postal Workers** | Paulette Bourgeois |
| **Firefighters Fight Fires** | Carol Greene |
| **Police Officers Protect People** | Carol Greene |
| **Postal Workers Take Care of Mail** | Carol Greene |
| **Community Helpers from A To Z** | Bobbie Kalman |
| **Veterinarians Help Animals** | Carol Greene |
| **Pilots Fly Airplanes** | Fay Robinson |
| **Doctors Help People** | Amy Moses |
| **Zookeepers Care for Animals** | Amy Moses |
| **Dentists Care for People's Mouths** | Carol Greene |
| **Astronauts Work in Space** | Carol Greene |
| **Teachers Help Us Learn** | Carol Greene |
| **We Learn All About Community Helpers** | Sharon Macdonald |
| **I Fix Phones** | Nelson Language Arts (Book E) |
| **Career Day** | Anne Rockwell |
| **Gerbert in "My Neighborhood"** | Home Sweet Home Educational Media Co. |
| **Platinum All Time Favorites** | Sesame Street |
| **Masking Tape** | 1 roll |
| **Pictures of Community Helpers** | 1 |
| **Chart Paper** | 1 sheet |
| **Markers** | 1 set |
| **Cassette and/or CD Player** | 1 |

Baker Sample Graphic

## Notes to Teacher

1) The teacher should be sensitive to diverse family structures that may exist in the classroom. There may also be a wide variance in the roles and responsibilities of family members. Care should be taken to avoid stereotypes.

2) The teacher needs to be aware that students' experiences and perspectives may be influenced by social and cultural beliefs and values.

3) Different community helpers and/or parents may be invited into the classroom to discuss their roles and responsibilities. Teachers may wish to schedule a field trip to various local sites to view community members engaged in their responsibilities.

## Teacher Reflections

## Description

In this subtask, students recall some of their own responsibilities and act them out by playing charades. The teacher models the writing process and then students create individual journals. On the following day, the teacher presents a journal and elicits students' suggestions for adding capitals and periods in the appropriate places. The teacher verbalizes the thinking. Students refer to their own journals and edit for capitals and periods.

## Expectations

| | |
|---|---|
| 1e1 A | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e2 A | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 | • write simple sentences using proper punctuation (i.e., periods); |
| 1e4 | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e6 A | • begin to revise written work, with the assistance of the teacher; |
| 1e9 | – write simple but complete sentences; |
| 1e11 | – use a period at the end of a statement; |
| 1e14 | – use phonics to spell unfamiliar words; |
| 1e15 | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1e17 | – print legibly (capitals and small letters); |
| 1e18 | – leave spaces between words. |
| 1z9 | – demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect); |
| 1z10 A | – identify and describe the rights and responsibilities of family members (e.g., decision making, chores); |
| 1z3 | • describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood. |
| 1e8 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Review
Game

### Assessment

Anecdotal Record
The teacher records observations regarding several or all students.

Conference
The teacher and students meet informally to discuss ideas and mechanics of journal writing. The teacher uses an anecdotal record to record findings.

Rubric
Students are presented with rubrics prior to task completion.

### Assessment Strategies

Observation
Conference

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

**Day One**

Introduction

After reviewing the class definition for responsibility, the teacher poses questions to elicit answers from the students such as: "Who is responsible for fighting fires?" or "Who at your house is responsible for making dinner?" "Do you have any responsibilities at home? (e.g., make bed, feed pet), at school? (e.g., be a good listener), in the community? (e.g., don't litter)."

Establishing the New Learning - Charades

The teacher divides the class into two groups. Students brainstorm some of their own responsibilities at home, school, and in the community. Some care should be taken that the groups do not hear one another's conversations. Each group elects a secretary to record its ideas. The ideas are recorded on individual strips of

paper and put into a container. The teacher monitors discussions to provide prompting and to keep conversations on task. After a given amount of time, the class reassembles in two teams to play charades. Each team takes turns sending a player to the front. The player chooses a slip of paper from the other team's container and acts out the responsibility for his or her own team. The teacher may choose to record points for the each team.

Application - Journals
Following the game of charades, students create individual journals about their own responsibilities consisting of a minimum of three sentences and an illustration. As the students write, the teacher moves about the classroom, reading the students' work and offering comments and suggestions. At the end of the writing session, students share their work with someone in the class. Students should bring a pencil with them as they may wish to edit some ideas while reading it to friends. The teacher may have student volunteers read their journal entries to the entire class.

**Day Two**
Introduction
Students focus on editing their work. A book or video, such as, "Arthur Writes a Story," could be used to highlight the writing process. See Resources for other appropriate books.

Establishing the New Learning
After a review of capitalization and punctuation, the teacher displays on chart paper a sample journal that contains no capitals or punctuation (BLM 3.1). Students add capitals and periods in the appropriate places. The teacher verbalizes the thinking as the editing is completed. Student-generated punctuation rules (e.g., every sentence begins with a capital letter) are recorded on chart paper and posted as a student resource.

Application - Editing Journals
Students refer to their journals from the previous day and edit for capitals and periods. Students may choose to work with a partner when editing their work.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with writing difficulties may need a scribe or could create an oral journal.

## Resources

| | |
|---|---|
| **Rubric for Journals** | |
| **BLM 3.1 Sample Journal Entry (Teacher Reference)** | BLM_3.1_JournalSample_T.cwk |
| **Cinderella** | Walt Disney |
| **Come Out and Play Little Mouse** | Robert Kraus |
| **Franklin Goes to School** | Paulette Bourgeois |
| **Froggy Goes to School** | Jonathan London |
| **Get Out of Bed** | Robert Munsch |
| **Grover Goes to School** | Dan Elliot |

| | |
|---|---|
| **Arthur Clean Your Room** | Marc Brown |
| **Arthur in a Pickle** | Marc Brown |
| **Arthur's Pet Business** | Marc Brown |
| **Franklin Fibs** | Paulette Bourgeois |
| **Franklin Forgets** | Paulette Bourgeois |
| **Franklin Wants a Pet** | Paulette Bourgeois |
| **Just a Mess** | Mercer Mayer |
| **Purple, Green, and Yellow** | Robert Munsch |
| **Franklin is Messy** | Paulette Bourgeois |
| **Arthur Writes A Story** | Marc Brown |
| **Arthur Writes a Story (with audio cassette)** | Marc Brown |
| **Piggybook** | Anthony Browne |
| **Arthur: Arthur's Lost Library Book** | Sony Wonder Home Video |
| **Arthur: Arthur's New Puppy** | Sony Wonder Home Video |
| **Arthur: Arthur's Pet Business** | Sony Wonder Home Video |
| **Franklin Goes to School** | USA Home Video |
| **Arthur: Arthur Writes a Story** | Sony Wonder Home Video |
| **Chart paper** | 2 sheets |
| **Markers** | 1 set |
| **Journals** | 1 |
| **Paper** | 2 sheets |
| **Containers** | 2 |
| **Television and VCR** | 1 |

## Notes to Teacher

1) The teacher should be sensitive to diverse family structures which may exist in the classroom. There may also be a wide variance in the roles and responsibilities of family members. Care should be taken to avoid stereotypes.

2) The teacher needs to be aware that students' experiences and perspectives may be influenced by social and cultural beliefs and values.

3) When discussing rules at home, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

## Teacher Reflections

# One Thing Leads to Another

Subtask 4

60 mins

## Description

The concept of sequencing events is introduced using a story. Students visit four stations within the classroom and work as a group to sequence events. Students discuss the fact that some events must be preceded by other events. Individually, they draw or paste pictures in the proper sequence and write a corresponding statement for each picture.

## Expectations

| | |
|---|---|
| 1e2 | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 A | • write simple sentences using proper punctuation (i.e., periods); |
| 1e9 A | – write simple but complete sentences; |
| 1e11 A | – use a period at the end of a statement; |
| 1e14 | – use phonics to spell unfamiliar words; |
| 1e18 | – leave spaces between words. |
| 1e4 | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e5 | • use some materials from other media (e.g., computer clip-art) to enhance their writing; |
| 1e7 | • use and spell correctly the vocabulary appropriate for this grade level; |
| 1e8 | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 1e17 | – print legibly (capitals and small letters); |
| 1e1 | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1z23 A | – order a sequence of events (e.g., school day, school year, class trip) orally and with pictorial symbols; |
| 1e15 A | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

Read Aloud
Activity/learning Centres

## Assessment

Anecdotal Record
The teacher may jot down observations regarding several or all students. The focus of the observations is the student's ability to verbally communicate reasons for the selected sequence in each task.

Checklist
A quick checklist is used to confirm the number of items students are able to sequence accurately.

Assess the students' ability to sequence events. Check writing for complete sentences, use of capitals and periods.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record
Checklist

## Teaching / Learning

Introduction
The teacher introduces "sequencing events" with a cause and effect story such as *If You Give a Mouse a Cookie* by Laura Joffe Numeroff (see Resources for other possibilities). Following the story, the teacher and students discuss the chain of events (e.g., one thing leads to another, one action results in another reaction, some things have to happen before others can occur).

Establishing the New Learning
The teacher sets up four stations in the classroom, each with a sequencing activity. The stations might include:

1) objects to sequence (e.g., undershirt, t-shirt, sweater, coat)
2) pictures to sequence (prepared by the teacher)

3) words to sequence (BLM 4.1)
4) sentences to sequence (BLM 4.2)

The teacher divides the class into four groups and each group rotates through the stations, spending 5 to 10 minutes working together to sequence the given items. The teacher circulates to provide prompting questions and encouragement. After each group has visited all four stations, the teacher discusses the activities with the class. Possible questions might include: "Why don't you put your coat on before your sweater?" or "Why don't you wash the dishes before you eat your dinner?" Conclude that some events must follow a certain order or sequence.

Application - Sequencing Worksheet
To demonstrate their learning, students draw or paste pictures in the proper sequence and write corresponding sentences (BLM 4.3).

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs may work with a "buddy" to complete sheet.

## Resources

| | |
|---|---|
| **BLM 4.1 Words to Sequence** | BLM_4.1_WordCards.cwk |
| **BLM 4.2 Sentences to Sequence** | BLM_4.2_SentenceCards.cwk |
| **BLM 4.3 What's the Correct Order?** | BLM_4.3_CorrectOrder_S.cwk |
| **BLM 4.4 Sequencing Checklist** | BLM_4.4_SequenceChecklist_T.cwk |
| **If You Give a Bear a Brownie** | Laura Joffe Numeroff |
| **If You Give a Cat a Cupcake** | Laura Joffe Numeroff |
| **If You Give a Moose a Muffin** | Laura Joffe Numeroff |
| **If You Give a Mouse a Cookie** | Laura Joffe Numeroff |
| **If You Give a Pig a Pancake** | Laura Joffe Numeroff |
| **Alexander and the Terrible, Horrible, No Good, Very Bad Day** | Judith Viorst |
| **Alexander, Who Used to Be Rich Last Sunday** | Judith Viorst |
| **Four Seasons for Toby** | Dorothy Joan Harris |
| **The Giving Tree** | Shel Silverstein |
| **The Very Hungry Caterpillar** | Eric Carle |

## Notes to Teacher

This subtask provides an excellent opportunity to view and discuss posters, calendars, books, video clips, and websites which present sequenced events.

## Teacher Reflections

# Write Where We Belong

**Language An Integrated Unit for Grade 1**

## Description

Students learn that for every action there is a reaction, whether positive or negative. In small groups, the students create puppet shows that demonstrate the consequences of not following a rule or fulfilling one's responsibility. They present the puppet shows to classmates. Following the presentations, students complete a written group assessment.

## Expectations

1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);

1z3 • describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood.

1z9 A – demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect);

1z10 – identify and describe the rights and responsibilities of family members (e.g., decision making, chores);

1z11 – identify rules in the home, at school, and in the community (e.g., bedtime, no running on stairs, looking before crossing the street);

1z12 A – recognize and describe consequences of events and actions that affect their lives (e.g., mother's being grateful for their playing with sibling);

### Groupings

Students Working As A Whole Class
Students Working In Small Groups

### Teaching / Learning Strategies

Read Aloud
Discussion
Puppetry

## Assessment

Anecdotal Record
The teacher may jot down observations regarding several or all students. The focus of the observations may be the ability to understand rules and responsibilities.

Group-Assessment Rating Scale
Each student completes an assessment to determine how well his/her group worked. The assessment consists of a rating scale (happy, medium, sad faces) and written comments.

Class Presentation
Note how well students follow instructions and work together to communicate their message. Anecdotal record may be used to record observations.

### Assessment Strategies

Observation
Classroom Presentation
Self Assessment

### Assessment Recording Devices

Anecdotal Record
Rating Scale

## Teaching / Learning

Introduction
The teacher reads a story such as, *Franklin Says Sorry* by Paulette Bourgeois that clearly illustrates the consequence of not being a good friend. (See Resources for other possibilities.)

Establishing the New Learning
The teacher introduces the concept of consequences and leads the class in a guided discussion.

The following ideas may be presented:
- There are both good and unpleasant consequences.

- There are good consequences when we follow the rules.
(e.g., You use your hands for helping, not hurting. Therefore, you have many friends).

- There are unpleasant consequences when we don't follow the rules.
(e.g., You don't wear your bicycle helmet. You fall off your bike and bump your head).

- There are good consequences when we fulfil our responsibilities.
(e.g., You finish your homework. Therefore, you're allowed to watch TV).

- There are unpleasant consequences when we don't fulfil our responsibilities.
(e.g., You keep forgetting to feed your goldfish. Therefore, your goldfish gets sick).

To conclude, the students explain in their own words what consequence means.

Application - Puppet Show
Students recall some of the rules they should follow and some of the responsibilities they should fulfill.
In groups of three or four, students create a cause and effect scenario using puppets. Orally and visually (e.g., on chart paper) the teacher presents instructions:

1. Choose at least one rule or responsibility.
2. In a group of three or four, create a puppet show to show what happens when you:
   a) do not follow the rule

OR

   b) do not fulfil your responsibility.
3. Conclude the puppet show by resolving the problem.
4. Present your puppet show to the class.

Students are given sufficient time to develop and rehearse their ideas. The teacher circulates among the groups and monitors their activities. Each group presents its puppet show to the whole class. Following the presentations, students complete an assessment to determine how well their group worked. The assessment consists of a rating scale (happy, medium, sad faces) and written comments (BLM 5.1).

## Adaptations

## Resources

| | |
|---|---|
| **BLM 5.1 Puppet Show Assessment** | BLM_5.1_GrpAssessCheck_S.cwk |
| **Arthur in a Pickle** | Marc Brown |
| **Franklin Fibs** | Paulette Bourgeois |
| **Franklin Forgets** | Paulette Bourgeois |
| **Franklin is Bossy** | Paulette Bourgeois |
| **Franklin is Messy** | Paulette Bourgeois |

| | |
|---|---|
| **Franklin Says Sorry** | Paulette Bourgeois |
| **Arthur: Arthur's Lost Library Book** | Sony Wonder Home Video |
| **Chart paper** | 1 |
| **Puppets** | 1 |

## Notes to Teacher

1) Puppets can be purchased or student-made. Store-bought puppets can be people or animals. If puppet people are used, care should be taken that they represent a variety of races and/or skin tones.

2) Instead of puppet presentations, students may depict their scene using role play.

3) If time permits, the teacher may wish to videotape the puppet/role-play productions. Teachers must follow school and board policies when photographing or video-taping students.

4) When discussing rules, responsibilities and consequences at home, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

5) Puppet shows may be presented in other classrooms or at a school assembly. Students may be required to write a simple script for their puppet shows.

## Teacher Reflections

## Description

The teacher models each stage of the writing process to create a class story. By verbalizing the thinking process, the teacher helps the students perceive how writers develop ideas. Subsequently, the students follow the writing process to create their own short story in which the main character must face the consequences of his or her actions. Completed stories are shared with others and/or displayed.

## Expectations

| | |
|---|---|
| 1e2 A | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 A | • write simple sentences using proper punctuation (i.e., periods); |
| 1e4 | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e6 A | • begin to revise written work, with the assistance of the teacher; |
| 1e7 | • use and spell correctly the vocabulary appropriate for this grade level; |
| 1e8 | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 1e9 | – write simple but complete sentences; |
| 1e11 | – use a period at the end of a statement; |
| 1e13 A | – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists); |
| 1e14 A | – use phonics to spell unfamiliar words; |
| 1e15 | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1z9 | – demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect); |
| 1z11 | – identify rules in the home, at school, and in the community (e.g., bedtime, no running on stairs, looking before crossing the street); |
| 1z12 A | – recognize and describe consequences of events and actions that affect their lives (e.g., mother's being grateful for their playing with sibling); |

### Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Story Mapping
Demonstration

## Assessment

Anecdotal Record
The teacher may jot down observations regarding several or all students. The observations focus on the student's revision process.

Conference
Teacher attempts to conference with each student. Anecdotal records may be used to make jot notes of the student's revision process.

Students are presented with the checklist prior to task completion.

### Assessment Strategies

Observation
Conference

### Assessment Recording Devices

Anecdotal Record
Checklist
Rubric

## Teaching / Learning

**Day One**

Introduction

The teacher selects the topic for this writing experience. The students produce a short story in which the main character(s) must face the consequence of his or her actions. The teacher informs students that they are going to write short stories about characters who do not follow the rules or who do not fulfil their responsibilities and what happens to the characters as a result. The stories may or may not have a humorous twist. The teacher displays a blank story map on chart paper (see BLM 6.1) and models for students possible story lines. The story map establishes a clear beginning, middle, and end for the developing story (e.g., A boy named Ralph is responsible for taking out the garbage but he is too lazy to do it. Garbage starts piling up inside his house until it is bulging out the windows and doors. The roof is just about to pop off. No one wants to visit Ralph or be his friend. Eventually

Ralph cleans up the garbage, wins his friends back, and promises never to neglect his responsibility again.).

Establishing the New Learning
The teacher elicits ideas from the students and creates the skeleton of a class story, using pictures, key words, and/or sentences on a story map. The teacher verbalizes his or her thinking and decision making as ideas are recorded.

When the teacher is satisfied with the ideas developed for the story, the story map is posted nearby and the teacher begins writing the first draft. Students are encouraged to offer ideas as the teacher scribes. Again, the teacher verbalizes his or her thinking as he or she develops and revises the sentences of the story. The teacher also comments when adding capitals, punctuation, and when beginning a new sentence. Day Two's lesson focusses on editing the first draft, so the teacher should ensure that there are some ideas and mechanics to revise.

Application - The Writing Process
Students plan their own story (BLM 6.1) by adding pictures, key words, and/or sentences to their blank story map. Students present their completed story maps first to a peer and then to the teacher before they begin their first drafts.

Students receive lined paper to write their first draft. Students keep their story maps on their desks/tables as references while they complete the first draft of their stories. The teacher circulates to assist students, as needed. The teacher may invite parents and/or older students into the classroom to assist students with recording their ideas.

**Day Two**
Introduction
The teacher reviews the writing process with the class. Grade 1 students are beginning writers so the teacher may wish to present a simplified writing process such as: planning, writing a first draft, editing, writing the final draft. With the whole group, the teacher reviews the plan and first draft of the class story and explains that the task is to edit the first draft and write a final draft.

Establishing the New Learning
With the story map posted nearby, the teacher rereads the first draft of the class story. The teacher tells the class that this is a good start to the story but together they can make the ideas and sentences even better. The teacher should edit the first draft, eliciting some ideas from the students and making some changes. Words should be crossed out, replaced and inserted so students can visualize the editing process. Again, it is important to verbalize any changes made. A list of the kinds of changes (capitals, periods, use of word wall) could be generated and placed beside the story as an editing resource for students. When complete, the teacher rereads the edited story to ensure that it makes sense. Finally, the teacher neatly rewrites the story to produce a final draft.

Application - The Writing Process
Students refer to their own first draft from the previous day. With a partner, students edit the first draft for ideas, capitals, and punctuation. The teacher circulates to assist students, as needed. The teacher may choose to invite parents and/or older students into the classroom to assist students with their editing.

When editing is complete, students are given new sheets of lined paper to write their final drafts. Students are encouraged to use a sharp pencil, to take their time, and to print neatly to produce their best work. It is essential that students are given the opportunity to share their completed stories with other students, other classes, parents and/or school staff. The teacher may display the stories on a bulletin board.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who have difficulty with the writing process may require a scribe.

## Resources

| | |
|---|---|
| **Rubric for the Writing Process** | |
| **BLM 6.1 Story Map** | BLM_6.1_StoryMapSample_T.cwk |
| **Easybook Deluxe** | |
| **Storybook Weaver** | |
| **Storybook Weaver deluxe** | |
| **Storytime V2.0** | |
| **ClarisWorks 2.1 (English)** | |
| **ClarisWorks 3.0 (English)** | |
| **ClarisWorks 4.0 (English)** | |
| **ClarisWorks 5.0 (English)** | |
| **The Writing Process** | 1 |
| **Parent or Community Volunteers** | |
| **Peer Helpers** | |

## Notes to Teacher

1) This may be the students' first experience with the formal writing process. The teacher needs to explain the procedure carefully and provide support. Community members, parents or peer helpers may help students in the writing process.

2) The teacher can post the steps of the writing process as a reference. This may be purchased or teacher-made.

3) The teacher may provide students with a "Draft" stamp and/or date stamp for their first drafts.

4) The teacher may decide to break this subtask into four smaller lessons rather than the two presented.

5) Students may complete the final draft of their short stories using a word processor on the computer.

## Teacher Reflections

# Write Where We Belong

**Language An Integrated Unit for Grade 1**

## Description

Students consider the variety of people with whom they have a relationship. A story or song could be used to introduce the topic. The teacher may bring in photographs of various family members, friends, pets and/or community members to describe the kind of relationship he or she has with each. Students offer examples of their own relationships and the teacher lists them on chart paper. As a class, briefly discuss why each relationship might be important. To demonstrate their learning students complete a Relationship Mini-book.

## Expectations

| | |
|---|---|
| 1e1 A | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e4 A | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e14 A | – use phonics to spell unfamiliar words; |
| 1e17 | – print legibly (capitals and small letters); |
| 1e18 | – leave spaces between words. |
| 1z4 A | – identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers); |
| 1e13 A | – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists); |
| 1e7 A | • use and spell correctly the vocabulary appropriate for this grade level; |

### Groupings

Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies

Read Aloud
Visual Stimuli
Discussion

### Assessment

Anecdotal Record
The teacher may jot down observations regarding spelling strategies used by several or all students.

Checklist
Checklist can be used for ongoing assessment of the students' growth in writing.

Students identify important relationships by completing Relationship Mini-books. Review the final product to assess each student's ability to use phonics/spelling to communicate his or her ideas.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record
Checklist

## Teaching / Learning

Introduction

Students consider the variety of people with whom they have a relationship. The teacher uses a story or a song that describes various relationships such as, *Love You Forever* by Robert Munsch and *Guess How Much I Love You* by Sam McBratney, *You've Got a Friend in Me*, from Toy Story. (See Resources for further suggestions.)

Establishing the New Learning

The teacher displays photographs of various family members, friends, pets and/or community members in a pocket chart to describe the kind of relationship he or she has with each. A word identifying the person/pet and a sentence describing why the relationship is important, is displayed with each picture.

Students offer examples of their own relationships and the teacher lists them on chart paper (e.g., mother, uncle, brother, sister, friend, librarian, etc.). The teacher and students briefly describe orally why each relationship is important. Using the word wall, words webs, pocket chart words, etc., the teacher models how to write a sentence which describes the importance of the relationship to that person/pet.

Application - Relationship Mini-Book
To demonstrate what they learned, students complete a Relationship Mini-book in which they identify relationships, describe the importance of the relationships and illustrate each example (BLM 7.1 and 7.2).

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs may cut out pictures as illustrations and may need a scribe for writing.

## Resources

| | |
|---|---|
| **BLM 7.1 Relationship Book - Page 1** | BLM_7.1_MiniBookSample_Sp1.cwk |
| **BLM 7.1 Relationship Book - Page 2** | BLM_7.2_MiniBookSample_Sp2.cwk |
| **Come Out and Play Little Mouse** | Robert Kraus |
| **Guess How Much I Love You** | Sam McBratney |
| **Love You Forever** | Robert Munsch |
| **Stellaluna** | Janell Cannon |
| **The New Baby** | Mercer Mayer |
| **Just Grandma and Me** | Mercer Mayer |
| **Just Me and My Dad** | Mercer Mayer |
| **Just Me and My Mom** | Mercer Mayer |
| **Just Grandpa and Me** | Mercer Mayer |
| **Just Me and My Family** | Mercer Mayer |
| **Just My Friend and Me** | Mercer Mayer |
| **Me Too** | Mercer Mayer |
| **Arthur's Family Vacation** | Marc Brown |
| **Arthur's Family Vacation (with audio cassette)** | Marc Brown |
| **Franklin and Harriet** | Paulette Bourgeois |

| | |
|---|---|
| **Franklin and the Baby** | Paulette Bourgeois |
| **Franklin Helps Out** | Paulette Bourgeois |
| **Franklin is Bossy** | Paulette Bourgeois |
| **Franklin Says Sorry** | Paulette Bourgeois |
| **Franklin's Baby Sister** | Paulette Bourgeois |
| **Franklin's New Friend** | Paulette Bourgeois |
| **Arthur: Arthur's Baby** | Sony Wonder Home Video |
| **Arthur: Arthur's Family Vacation** | Sony Wonder Home Video |
| **Mercer Mayer: Just Me and My Dad** | Sony Wonder Home Video |
| **Disney's Greatest, Volume One** | Disney |
| **Photographs** | |

## Notes to Teacher

When discussing relationships with others, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

## Teacher Reflections

## Description

After being introduced to the concept of being thankful, students refer to the list of people with whom they share a relationship and think of reasons why they might want to thank someone on the list. The teacher displays a variety of thank-you cards and explains to the class that they will be designing and writing their own thank-you card to someone of their choice. Either the teacher or a local artist models how to design and write a thank-you card. Students create handmade or computer-generated thank-you cards and distribute them to the appropriate recipients.

## Expectations

| | |
|---|---|
| 1e1 A | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e2 A | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 | • write simple sentences using proper punctuation (i.e., periods); |
| 1e4 | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e5 | • use some materials from other media (e.g., computer clip-art) to enhance their writing; |
| 1e9 | – write simple but complete sentences; |
| 1e11 | – use a period at the end of a statement; |
| 1e14 | – use phonics to spell unfamiliar words; |
| 1e15 | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1e17 A | – print legibly (capitals and small letters); |
| 1e18 A | – leave spaces between words. |
| 1z4 | – identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers); |
| 1e12 A | – use a comma after a salutation in a letter or note (e.g., Dear Mom,); |

### Groupings

Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies

Read Aloud
Discussion
Demonstration

## Assessment

Anecdotal Record
The teachers may jot down observations regarding several or all students.

Checklist
Checklist can be used for ongoing assessment of the students' growth in writing.

Evaluate thank-you notes for communication of ideas, organization, punctuation, and neatness.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record
Checklist

## Teaching / Learning

Introduction
The teacher posts a thank-you poem on chart paper. Possible sources for poems include thank-you cards, children's poetry books, or the Internet. Students read the poem to themselves and then a student reads it to the class. Students offer their ideas about what it means to be thankful.

Establishing the New Learning
Students refer to the class list of people with whom they share a relationship and think of reasons why they might want to thank someone on the list. For example, a girl may decide to thank the father for teaching her how to ride a bike. The teacher asks for ways they could show someone that they are thankful (e.g., write a thank-you card). The teacher displays a variety of thank-you cards and explains to the class that they will be designing and writing their own thank-you card to someone of their choice. A local artist may visit the classroom to model how to design

and write a thank-you card. Otherwise, the teacher gives an appropriate demonstration. Electronic versions of thank-you cards can also be demonstrated.

After the teacher and students have examined the variety of thank you cards, the teacher leads an exploratory lesson to discover the components of an effective thank-you card. The students' suggestions re: communication of ideas; organization; punctuation; and neatness are recorded on chart paper and used as a resource throughout the creation of the thank-you cards. The teacher circulates to give reminders concerning an effective thank-you card.

Application - Thank You Cards
Students create handmade or computer-generated thank-you cards. Handmade cards can be made on heavy stock paper, placed in an envelope, addressed, and mailed to the appropriate recipient. Computer-generated cards can be made using a publishing program. A hardcopy can be printed for mailing. Electronic cards can also be created on an appropriate website and sent via email. Peer helpers from another grade may be paired with students who choose to use the computer to create their card. The teacher circulates to assist, where necessary and to keep students on task.

## Adaptations

## Resources

| | |
|---|---|
| **Richard Scarry's Please and Thank You Book** | Richard Scarry |
| **Thank You, Amelia Bedelia** | Peggy Parish |
| **Circle of Thanks** | Susi Gregg Fowler |
| **Thank You** | Andrews & McMeel Staff |
| **Thank You, Nicky!** | Harriet Ziefert |
| **123 Greetings** | |
| **Blue Mountain** | |
| **Hallmark.com** | |
| **Variety of Thank You Cards** | |
| **Heavy Stock Paper or Cards** | 1 |
| **Envelopes and Stamps** | 1 |
| **Computers** | |
| **Local Artist** | |
| **Peer Helpers** | |

**Postal Carrier**

## Notes to Teacher

1) Students who choose to create an electronic thank-you card should have previous experience with computers and/or an appropriate software program. If the Internet is used, teachers must ensure that students know and follow board policies related to Internet use.

2) Before the original thank-you cards are sent to the recipients, the teacher should photocopy the final product to insert into student portfolios.

3) There is an opportunity for students to visit the Post Office to mail their thank-you cards. Teachers could arrange a tour of the building so students could witness the responsibilities of the employees. Otherwise, teachers could invite a postal carrier to the classroom for a visit. Teachers will need to consult the field trip policy of their school and board.

## Teacher Reflections

## Description

The teacher displays photographs or pictures of various important places and explains reasons why they might be considered special. The teacher uses one of the pictures to model how to write a paragraph. Students close their eyes and imagine a place they consider special and think of reasons why this is a special place. For the application, each student draws an important place in his or her life and writes a paragraph to tell about it. The students' paragraphs are bound together in a class book for sharing.

## Expectations

| | |
|---|---|
| 1e1 A | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e2 | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 | • write simple sentences using proper punctuation (i.e., periods); |
| 1e4 A | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e5 | • use some materials from other media (e.g., computer clip-art) to enhance their writing; |
| 1e9 | – write simple but complete sentences; |
| 1e11 | – use a period at the end of a statement; |
| 1e14 | – use phonics to spell unfamiliar words; |
| 1e15 | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1e17 | – print legibly (capitals and small letters); |
| 1e18 | – leave spaces between words. |
| 1z6 A | – describe significant places in their lives (e.g., the park, their bedroom, their classroom); |

### Groupings

Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies

Visual Stimuli
Demonstration

### Assessment

Anecdotal Record
The teacher may jot down observations of the editing process regarding several or all students.

Checklist
A checklist can be used for ongoing assessment of the students' growth in writing.

Each student's ability to write a paragraph describing a special place is assessed.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record
Checklist

## Teaching / Learning

Introduction

The teacher displays photographs or pictures of various places which are personally important and explains reasons why they are considered special. For example, the teacher might show a photograph of a tree house and explain that his/her big sister helped build the fort when he/she was eight. The images presented may be in the form of photographs, slides or digital images. Digital images presented on a computer screen would be appealing since they are larger than photographs and are easily viewed by an entire class.

Establishing the New Learning

The teacher chooses one of the photographs or illustrations and models how to write a paragraph about a special place. Verbalizing thought processes is key to this demonstration. The teacher emphazies on how to write a paragraph. "Paragraph Writing Tips" are recorded and displayed for future reference. Students close their eyes and imagine a place they consider special and think of reasons why this is a special place.

## Write Where We Belong

**Language** **An Integrated Unit for Grade 1**

Application - Class Book

For the application, each student draws an important place in his or her life and writes a paragraph to tell about it. The teacher laminates and binds the pages together to create a class book, which may be entitled, *Special Places*. Each student receives a turn to take the book home to share with family members.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

For students with special needs, the length of the story may be reduced or produced using a simple word processing program.

## Resources

| | |
|---|---|
| **My Messy Room** | Mary Packard |
| **My Street** | Rebecca Treays |
| **My Town** | Rebecca Treays |
| **The Giving Tree** | Shel Silverstein |
| **The Seasons of Arnold's Apple Tree** | Gail Gibbons |
| **Writing Paper** | 1 |
| **Book Binding Machine** | 1 |
| **Laminator** | 1 |
| **Computer / Scanner** | 1 |

## Notes to Teacher

When discussing "Special Places," it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

An imaginary character or storybook character could be used as an alternative to a personal approach to the lesson.

## Teacher Reflections

# Important Events in My Life

Subtask 10

60 mins

## Description

The teacher presents a page with photographs or illustrations of important events in his or her life. Under each photograph, the teacher writes a caption that explains why the event is special. Students brainstorm a list of important events in their own lives and choose four events to illustrate and write a caption about. When the writing activity is complete, students cut their sheets to separate the four events. Students exchange their four cards with a partner, and the partner attempts to sequence the events in the proper order to create a mini-timeline.

## Expectations

| | |
|---|---|
| 1e1 | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e2 A | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 | • write simple sentences using proper punctuation (i.e., periods); |
| 1e4 | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e9 | – write simple but complete sentences; |
| 1e11 | – use a period at the end of a statement; |
| 1e14 | – use phonics to spell unfamiliar words; |
| 1e15 | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1e17 | – print legibly (capitals and small letters); |
| 1e18 | – leave spaces between words. |
| 1z7 A | – identify significant events in their lives (e.g., their first day of school, a trip); |
| 1z23 A | – order a sequence of events (e.g., school day, school year, class trip) orally and with pictorial symbols; |

### Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Media Presentation
Visual Stimuli
Demonstration

## Assessment

Anecdotal Record
The teacher may jot down observations regarding several or all students.
Assess students' ability to identify and order significant events in their lives.

Checklist
A checklist can be used for ongoing assessment of the students' growth in writing.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record
Checklist

## Teaching / Learning

Introduction

To introduce this activity, the teacher might present a home video of an important event in his or her life. For example, he or she might show an segment of his or her graduation from university. It would also be appropriate to read a story or to a view video such as *Arthur's Baby* (see Resources).

Establishing the New Learning

The teacher models the writing activity for the class. Using a sheet of chart paper divided into four equal sections, the teacher attaches a photograph or illustration which depicts an important life event (e.g., Kindergarten graduation, first fish caught, etc.) in each section. Under each photograph, the teacher writes a caption that explains why the event in the photograph is special. The teacher should verbalize his or her thinking throughout the modelling. After the captions have been written, the teacher cuts the chart paper in four to separate each event and a volunteer sequences the events in the proper order by taping this mini-timeline to the board.

Application - Mini-timelines
Students think of a list of important events in their lives and choose four events to illustrate and write a caption about (BLM 10.1). When the writing activity is complete, students cut their sheets to separate the four events. Students exchange their four cards with a partner and the partner attempts to sequence the events in the proper order to create a mini-timeline.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

For students with special needs the use of computer word processing software may be used.

## Resources

| | |
|---|---|
| **BLM 10.1 Mini-timeline** | BLM_10.1_MiniTimeline_S.cwk |
| **Franklin and the Baby** | Paulette Bourgeois |
| **Franklin Goes to School** | Paulette Bourgeois |
| **Franklin Wants a Pet** | Paulette Bourgeois |
| **Franklin's Baby Sister** | Paulette Bourgeois |
| **Froggy Goes to School** | Jonathan London |
| **Grover Goes to School** | Dan Elliot |
| **The New Baby** | Mercer Mayer |
| **Arthur: Arthur's Baby** | Sony Wonder Home Video |
| **Arthur: Arthur's New Puppy** | Sony Wonder Home Video |
| **Franklin Goes to School** | USA Home Video |
| **Photographs or Illustrations** | |
| **Blank Paper** | 1 |
| **Television and VCR** | 1 |

## Notes to Teacher

This subtask provides an excellent opportunity to view and discuss posters, calendars, books, video clips, and websites which present sequenced events. If this activity entails the use of the Internet, teacher must ensure that students know and follow board and school policies about Internet use.

## Teacher Reflections

# Personal Timeline

Subtask 11

200 mins

## Description

Students produce timelines to depict significant people, places, and events for each year of their lives. Timelines should include both pictorial and written information. Students choose a variety of presentation methods, such as a poster, a big book, or a display to share their information. Both the process and the finished product allow students to demonstrate their knowledge of and attitudes toward the Social Studies concepts and their skills in Writing. Students present their timelines to the rest of the class.

For the Writing strand, students are assessed using a rubric that considers their reasoning skills, communication skills, organization of ideas, and application of language conventions. The Social Studies strand is assessed using a separate rubric that considers the student's understanding of concepts, communication of required knowledge, and application of concepts and skills. The teacher examines each student's writing portfolio which contains the various tasks completed during the unit.

## Expectations

| | |
|---|---|
| 1z2 A | • create simple timelines to describe changes over time; |
| 1z4 A | – identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers); |
| 1z6 A | – describe significant places in their lives (e.g., the park, their bedroom, their classroom); |
| 1z7 A | – identify significant events in their lives (e.g., their first day of school, a trip); |
| 1e1 A | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); |
| 1e2 A | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); |
| 1e3 A | • write simple sentences using proper punctuation (i.e., periods); |
| 1e4 A | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); |
| 1e9 | – write simple but complete sentences; |
| 1e11 A | – use a period at the end of a statement; |
| 1e14 | – use phonics to spell unfamiliar words; |
| 1e15 A | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); |
| 1e16 | – use words from their oral vocabulary as well as less familiar words from class-displayed word lists; |
| 1e17 | – print legibly (capitals and small letters); |
| 1e18 | – leave spaces between words. |
| 1z23 | – order a sequence of events (e.g., school day, school year, class trip) orally and with pictorial symbols; |
| 1z24 | – create a simple timeline (e.g., pictorially) to show relevant family history. |
| 1e5 A | • use some materials from other media (e.g., computer clip-art) to enhance their writing; |
| 1z18 A | – construct and read for specific purposes concrete, pictorial, and simple maps, graphs, charts, and diagrams (e.g., to show timelines of the school day); |

### Groupings

Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies

Read Aloud
Oral Presentation

## Assessment

Anecdotal Record
The teacher may jot down observations from the student portfolio regarding several or all students.

Portfolios
The teacher reviews the progress and growth in writing skills achieved by individual students, using their writing portfolios.

Rubrics
One rubric is used to assess writing expectations. A separate rubric is used to assess Social Studies expectations. Levels achieved on rubrics can be determined through observations, conferencing and during classroom presentations.

### Assessment Strategies

Observation
Performance Task
Classroom Presentation
Portfolios

### Assessment Recording Devices

Anecdotal Record
Rubric

## Teaching / Learning

Summarizing the Learning

Throughout the unit, students explored a variety of media, such as posters, calendars, books, video clips, and websites that present sequenced events. The teacher reviews the sequenced events previously viewed in class and provides some new examples to introduce the culminating activity. For example, the book or video version of *The Very Hungry Caterpillar* by Eric Carle could be used to demonstrate the sequence of the days of the week. Other examples that demonstrate a yearly timeline should be introduced and viewed.

Culminating Activity - Personal Timelines

To demonstrate application of their new learning, students produce a personal timeline depicting significant people, places, and events for each year of their own lives. Students can choose from a variety of presentation methods, such as a poster, a big book or a display to complete their personal timelines. For each year, the timeline should include:

1. The year
   (e.g., 1998.)

2. Photograph or illustration depicting a significant person, place or event
   (e.g., Mom and Dad with baby in hospital.)

3. A caption consisting of one or more sentences describing the photograph or illustration
   (e.g., I was born in the Pembroke General Hospital. It was a happy day.)

The process and finished product gives students the opportunity to demonstrate their knowledge and application of the Social Studies concepts and their writing skills. Students present their timelines to the rest of the class.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs may need verbal prompting or picture cue cards as discussion starters.

## Resources

| | |
|---|---|
| **Timeline Rubric - Social Studies Component** | |
| **Timeline Rubric - Language Arts Component** | |
| **Alexander and the Terrible, Horrible, No Good, Very Bad Day** | Judith Viorst |
| **Alexander, Who Used to Be Rich Last Sunday** | Judith Viorst |
| **Come Out and Play Little Mouse** | Robert Kraus |
| **First Comes Spring** | Anne Rockwell |
| **Four Seasons for Toby** | Dorothy Joan Harris |
| **The Seasons of Arnold's Apple Tree** | Gail Gibbons |

| | |
|---|---|
| **The Very Hungry Caterpillar** | Eric Carle |
| **Alexander and the Terrible, Horrible, No Good, Very Bad Day** | Sony Wonder Home Video |
| **The Very Hungry Caterpillar** | Disney Home Video |
| **Kid's Canadian History Timeline** | |

## Notes to Teacher

1) Students may be asked to gather photographs from home to complete their timelines. One photograph for each year of their lives should be included. A letter to parents/guardians explaining the unit and the request for photographs should be sent home ahead of time. The letter should include a parental/guardian permission statement, other options if photographs are not available, procedure for use of photographs, etc. Where photographs are not available, children can draw themselves or use magazine pictures.

2) As a fun activity to conclude the unit, students participate in a "Talking Circles" activity. Students face a partner and the class creates two circles: an inner circle and an outer circle. The teacher asks each pair to discuss a given topic. (e.g., What rules should you follow at home?) After one minute or less, the teacher signals for students to end their discussion. The inner circle remains in place and the outer circle moves one step clockwise to meet a new partner. The teacher then offers a new topic (e.g., What rules should you follow at school?) for this pair to discuss. The outer circle continues moving and each pair discusses new topics. Eventually each person reaches his or her original partner. (See possible topics below). At this time, all students sit down and the teacher asks questions to summarize the activity (e.g., From one of your discussions, describe someone's special place). Students share their responses with the whole group.

3) Possible Discussion Topics for Talking Circles

1. Discuss some rules you follow at home.
2. Discuss some rules you follow at school.
3. Discuss some rules you follow in your community.
4. Tell your partner about a time when you didn't follow the rules. What happened?
5. What are some of your responsibilities?
6. What is the consequence when you don't fulfil your responsibility?
7. Describe some of the responsibilities of your family members.
8. What responsibilities do you think you will have when you are older?
9. Describe your relationship with an important person.
10. Describe a place that is special to you? Why is it special?
11. What's the best thing that has ever happened to you?
12. What do you dream of doing someday?

## Teacher Reflections

# Appendices

## Write Where We Belong

### Language

**Resource List:**

**Blackline Masters:**

**Rubrics:**

**Unit Expectation List and Expectation Summary:**

# Write Where We Belong

## Language An Integrated Unit for Grade 1

## Rubric

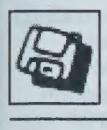
- ☐ **Rubric for Journals** ST 3
  2
- ☐ **Rubric for the Writing Process** ST 6
  2
- ☐ **Timeline Rubric - Language Arts Component** ST 11
  2
- ☐ **Timeline Rubric - Social Studies Component** ST 11
  1

## Blackline Master / File

- ☐ **BLM 1.1 Writing Checklist** ST 1
  BLM_1.1_WritingChecklist_T.cwk
  Use as a quick means to gain an initial assessment of student writing ability. Observations can be made both during the process and of the final product. The checklist can also be used throughout the unit to assess growth.
- ☐ **BLM 1.2 Rule Poster Rating Scale** ST 1
  BLM_1.2_PosterRatingScale.cwk
  A five-point scale used to assess the final product.
- ☐ **BLM 10.1 Mini-timeline** ST 10
  BLM_10.1_MiniTimeline_S.cwk
  Students illustrate four life events in random order and write captions for each. Each student cuts his or her page into four sections and gives the cards to a partner to sequence in the proper order.
- ☐ **BLM 2.1 Word Web (Sample)** ST 2
  BLM_2.1_WordWebSample_T.cwk
  Sample of a word web that may be created with the students on chart paper.
- ☐ **BLM 2.2 Responsibilities - Page 1** ST 2
  BLM_2.2_BookStarter_Spg1.cwk
  Sample booklet "Everyone has Responsibilities." Students complete sentences and colour illustrations.
  *Teacher may want to use graphics of a better quality.*
- ☐ **BLM 2.3 Responsibilities - Page 2** ST 2
  BLM_2.3_BookStarter_Spg2.cwk
  Sample booklet "Everyone has Responsibilities." Students complete sentences and colour illustrations.
  *Teacher may want to use graphics of a better quality.*
- ☐ **BLM 2.4 Responsibilities - Page 3** ST 2
  BLM_2.4_BookStarter_Spg3.cwk
  Sample booklet "Everyone has Responsibilities." Students complete sentences and colour illustrations.
  *Teacher may want to use graphics of a better quality.*
- ☐ **BLM 3.1 Sample Journal Entry (Teacher Reference)** ST 3
  BLM_3.1_JournalSample_T.cwk
  This sample journal entry may be copied onto chart paper to be used as a group editing exercise.
- ☐ **BLM 4.1 Words to Sequence** ST 4
  BLM_4.1_WordCards.cwk
  Sample words for sequencing activity centres.
- ☐ **BLM 4.2 Sentences to Sequence** ST 4
  BLM_4.2_SentenceCards.cwk
  Sample sentences for sequencing activity centres.
- ☐ **BLM 4.3 What's the Correct Order?** ST 4
  BLM_4.3_CorrectOrder_S.cwk
  Following the sequencing activity centres, students demonstrate their new learning by drawing four pictures in the proper sequence and writing a corresponding sentence for each.
- ☐ **BLM 4.4 Sequencing Checklist** ST 4
  BLM_4.4_SequenceChecklist_T.cwk
  A quick checklist to confirm the number of items each student can sequence.
- ☐ **BLM 5.1 Puppet Show Assessment** ST 5
  BLM_5.1_GrpAssessCheck_S.cwk
  Student complete an assessment to determine how well their group worked. The assessment consists of a rating scale (happy, medium, sad faces) and written comments.
- ☐ **BLM 6.1 Story Map** ST 6
  BLM_6.1_StoryMapSample_T.cwk
  Sample story map to be posted on chart paper for group writing exercise. Each student should also receive their own copy of the story map as they complete the writing process.
- ☐ **BLM 7.1 Relationship Book - Page 1** ST 7
  BLM_7.1_MiniBookSample_Sp1.cwk
  Sample booklet "Remarkable Relationships." Students complete the sentences and create illustrations to depict significant people in their lives.
- ☐ **BLM 7.1 Relationship Book - Page 2** ST 7
  BLM_7.2_MiniBookSample_Sp2.cwk
  Sample booklet "Remarkable Relationships." Students complete the sentences and create illustrations to depict significant people in their lives.

# Write Where We Belong

## Language An Integrated Unit for Grade 1



## Licensed Software

- ☐ ClarisWorks 2.1 (English) — ST 6
- ☐ ClarisWorks 3.0 (English) — ST 6
- ☐ ClarisWorks 4.0 (English) — ST 6
- ☐ ClarisWorks 5.0 (English) — ST 6
- ☐ Easybook Deluxe — Unit
- ☐ Easybook Deluxe — ST 6
- ☐ Hyperstudio — Unit
- ☐ Hyperstudio 4 (Upgrade) — Unit
- ☐ Kid Pix 2 — Unit
- ☐ Storybook Weaver — Unit
- ☐ Storybook Weaver — ST 6
- ☐ Storybook Weaver deluxe — Unit
- ☐ Storybook Weaver deluxe — ST 6
- ☐ Storytime V2.0 — Unit
- ☐ Storytime V2.0 — ST 6
- ☐ The New Kids Pix — Unit

## Print

- ☐ **Alexander and the Terrible, Horrible, No Good, Very Bad Day** — Unit
  Judith Viorst
  0689711735
  This book depicts the sequence of events that occur during Alexander's Day and can therefore be used to reinforce timelines.
- ☐ **Alexander and the Terrible, Horrible, No Good, Very Bad Day** — ST 4
  Judith Viorst
  0689711735
  This book depicts the sequence of events that occur during Alexander's Day and can therefore be used to reinforce timelines.
- ☐ **Alexander and the Terrible, Horrible, No Good, Very Bad Day** — ST 11
  Judith Viorst
  0689711735
  This book depicts the sequence of events that occur during Alexander's Day and can therefore be used to reinforce timelines.
- ☐ **Alexander, Who Used to Be Rich Last Sunday** — Unit
  Judith Viorst
  0689711999
  This story is a useful resource to emphasize sequence of events.
- ☐ **Alexander, Who Used to Be Rich Last Sunday** — ST 4
  Judith Viorst
  0689711999
  This story is a useful resource to emphasize sequence of events.
- ☐ **Alexander, Who Used to Be Rich Last Sunday** — ST 11
  Judith Viorst
  0689711999
  This story is a useful resource to emphasize sequence of events.
- ☐ **Arthur Clean Your Room** — Unit
  Marc Brown
  067988467X
  This book can be used to discuss responsibilities.
- ☐ **Arthur Clean Your Room** — ST 3
  Marc Brown
  067988467X
  This book can be used to discuss responsibilities.
- ☐ **Arthur in a Pickle** — Unit
  Marc Brown
  0679884696
  This is a useful resource to discuss rules, relationships, and responsibilities.
- ☐ **Arthur in a Pickle** — ST 3
  Marc Brown
  0679884696
  This is a useful resource to discuss rules, relationships, and responsibilities.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **Arthur in a Pickle** **ST 5**
Marc Brown
0679884696
This is a useful resource to discuss rules, relationships, and responsibilities.

☐ **Arthur Makes the Team** **Unit**
Marc Brown
0316115517
This story can be used to discuss rules and relationships.

☐ **Arthur Makes the Team** **ST 1**
Marc Brown
0316115517
This story can be used to discuss rules and relationships.

☐ **Arthur Writes a Story** **Unit**
Marc Brown
0593984835
This resource is useful to highlight the writing process.

☐ **Arthur Writes A Story** **ST 3**
Marc Brown
059-398483-5
This book is useful to highlight the writing process.

☐ **Arthur Writes a Story (with audio cassette)** **Unit**
Marc Brown
0316119768
This resource is useful to highlight the writing process.

☐ **Arthur Writes a Story (with audio cassette)** **ST 3**
Marc Brown
0316119768
This resource is useful to highlight the writing process.

☐ **Arthur's Family Vacation** **Unit**
Marc Brown
0316109584
Arthur and D.W. learn all about going on a holiday with the family... and getting along with each other in the process!

☐ **Arthur's Family Vacation** **ST 7**
Marc Brown
0316109584
Arthur and D.W. learn all about going on a holiday with the family... and getting along with each other in the process!

☐ **Arthur's Family Vacation (with audio cassette)** **Unit**
Marc Brown
0316110434
Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process!

☐ **Arthur's Family Vacation (with audio cassette)** **ST 7**
Marc Brown
0316110434
Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process!

☐ **Arthur's Pet Business** **Unit**
Marc Brown
0316111821
Arthur's determination to prove he is responsible enough to have a puppy brings him a menagerie of animals to care for.

☐ **Arthur's Pet Business** **ST 3**
Marc Brown
0316111821
Arthur's determination to prove he is responsible enough to have a puppy brings him a menagerie of animals to care for.

☐ **Astronauts Work in Space** **Unit**
Carol Greene
1567664067
This is a useful tool for discussing the responsibilities of astronauts.

☐ **Astronauts Work in Space** **ST 2**
Carol Greene
1567664067
This is a useful tool for discussing the responsibilities of astronauts.

☐ **Canadian Firefighters** **Unit**
Paulette Bourgeois
1550741373
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Canadian Firefighters** **ST 2**
Paulette Bourgeois
1550741373
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Canadian Garbage Collectors** **Unit**
Paulette Bourgeois
1550741381
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Canadian Garbage Collectors** **ST 2**
Paulette Bourgeois
1550741381
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Canadian Police Officers** **Unit**
Paulette Bourgeois
1550741330
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Canadian Police Officers** **ST 2**
Paulette Bourgeois
1550741330
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **Canadian Postal Workers** **Unit**
Paulette Bourgeois
155074058X
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Canadian Postal Workers** **ST 2**
Paulette Bourgeois
155074058X
This book and others in this series can be used to discuss the responsibilities of specific community helpers.

☐ **Career Day** **Unit**
Anne Rockwell
0060275650
The students in Mrs. Mdoff's class take turns introducing special visitors.

☐ **Career Day** **ST 2**
Anne Rockwell
0060275650
The students in Mrs. Mdoff's class take turns introducing special visitors.

☐ **Cinderella** **Unit**
Walt Disney
0717284735
Cinderella is unfairly given the bulk of the household responsibilities thanks to her evil step-mother and step-sisters. *Please note that any version of Cinderella would be acceptable.*

☐ **Cinderella** **ST 3**
Walt Disney
0717284735
Cinderella is unfairly given the bulk of the household responsibilities thanks to her evil step-mother and step-sisters. *Please note that any version of Cinderella would be acceptable.*

☐ **Circle of Thanks** **Unit**
Susi Gregg Fowler
0590100696
A selfless act prompts a chain reaction of rescues from other animals, including Raven, Mother Caribou, and Arctic Fox.

☐ **Circle of Thanks** **ST 8**
Susi Gregg Fowler
0590100696
A selfless act prompts a chain reaction of rescues from other animals, including Raven, Mother Caribou, and Arctic Fox.

☐ **Come Out and Play Little Mouse** **Unit**
Robert Kraus
0176031316
This book is an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.

☐ **Come Out and Play Little Mouse** **ST 2**
Robert Kraus
0176031316
This book is an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.

☐ **Come Out and Play Little Mouse** **ST 3**
Robert Kraus
0176031316
This book is also an excellent resouce to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.

☐ **Come Out and Play Little Mouse** **ST 7**
Robert Kraus
0176031316
This book is also an excellent resouce to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.

☐ **Come Out and Play Little Mouse** **ST 11**
Robert Kraus
0176031316
This book is an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.

☐ **Community Helpers from A To Z** **Unit**
Bobbie Kalman
0865054045
Meet the people who make our communities cleaner, safer and more pleasant places to live! This alphabet book features pictures of and information about such helpers as police officers, firefighters, recycling workers and veterinarians.

☐ **Community Helpers from A To Z** **ST 2**
Bobbie Kalman
0865054045
Meet the people who make our communities cleaner, safer and more pleasant places to live! This alphabet book features pictures of and information about such helpers as police officers, firefighters, recycling workers and veterinarians.

☐ **Dentists Care for People's Mouths** **Unit**
Carol Greene
1567664059
This is a useful tool for discussing the responsibilities of dentists.

☐ **Dentists Care for People's Mouths** **ST 2**
Carol Greene
1567664059
This is a useful tool for discussing the responsibilities of dentists.

☐ **Doctors Help People** **Unit**
Amy Moses
1567663044
This is a useful tool for discussing the responsibilities of doctors.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **Doctors Help People** ST 2
Amy Moses
1567663044
This is a useful tool for discussing the responsibilities of doctors.

☐ **Firefighters Fight Fires** Unit
Carol Greene
156766301X
This resource describes what happens when a fire alarm goes off at a firehouse, from firefighters sliding down the poles to the rescue of a dog from a burning building. This is a useful tool for depicting the responsibilities of firefighters.

☐ **Firefighters Fight Fires** ST 2
Carol Greene
156766301X
This resource describes what happens when a fire alarm goes off at a firehouse, from firefighters sliding down the poles to the rescue of a dog from a burning building. This is a useful tool for depicting the responsibilities of firefighters.

☐ **First Comes Spring** Unit
Anne Rockwell
0690044542
Througout each of the four seasons, Bear Child experiences the sights and sounds of spring, summer, fall, and winter. This is an appropriate story to reinforce sequence of events.

☐ **First Comes Spring** ST 11
Anne Rockwell
0690044542
Througout each of the four seasons, Bear Child experiences the sights and sounds of spring, summer, fall, and winter. This is an appropriate story to reinforce sequence of events.

☐ **First Steps: Writing Resource Book** Unit
Addison Wesley Longman Australia Pty Ltd.
ISBN 0-582-91574-0
A writing resource book for teachers.

☐ **Four Seasons for Toby** Unit
Dorothy Joan Harris
059071676X
This is an excellent resource to reinfornce sequence of events, specifically the four seasons.

☐ **Four Seasons for Toby** ST 4
Dorothy Joan Harris
059071676X
This is an excellent resource to reinfornce sequence of events, specifically the four seasons.

☐ **Four Seasons for Toby** ST 11
Dorothy Joan Harris
059071676X
This is an excellent resource to reinfornce sequence of events, specifically the four seasons.

☐ **Franklin and Harriet** Unit
Paulette Bourgeois
1550748734
This resource can be used to discuss family relationships.

☐ **Franklin and Harriet** ST 7
Paulette Bourgeois
1550748734
This resource can be used to discuss family relationships.

☐ **Franklin and the Baby** Unit
Paulette Bourgeois
0439083656
This is a useful resource to emphazise the relationship between older and younger siblings.

☐ **Franklin and the Baby** ST 7
Paulette Bourgeois
0439083656
This is a useful resource to emphazise the relationship between older and younger siblings.

☐ **Franklin and the Baby** ST 10
Paulette Bourgeois
0439083656
This is a useful resource to emphazise the relationship between older and younger siblings.

☐ **Franklin Fibs** Unit
Paulette Bourgeois
0590446479
This resource is appropriate for discussing the importance of relationships with others and our responsibility to tell the truth.

☐ **Franklin Fibs** ST 3
Paulette Bourgeois
0590446479
This resource is appropriate for discussing the importance of relationships with others and our responsibility to tell the truth.

☐ **Franklin Fibs** ST 5
Paulette Bourgeois
0590446479
This resource is appropriate for discussing the importance of relationships with others and our responsibility to tell the truth.

☐ **Franklin Forgets** Unit
Paulette Bourgeois
1550747266
This story can be used to discuss responsibilities.

☐ **Franklin Forgets** ST 3
Paulette Bourgeois
1550747266
This story can be used to discuss responsibilities.

☐ **Franklin Forgets** ST 5
Paulette Bourgeois
1550747266
This story can be used to discuss responsibilities.

☐ **Franklin Goes to School** Unit
Paulette Bourgeois
1550742760
This book could be used to highlight rules, responsibilities, and relationships at school.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **Franklin Goes to School** ST 3
Paulette Bourgeois
1550742760
This book could be used to highlight rules, responsibilities, and relationships at school.

☐ **Franklin Goes to School** ST 10
Paulette Bourgeois
1550742760
This book could be used to highlight rules, responsibilities, and relationships at school.

☐ **Franklin Helps Out** Unit
Paulette Bourgeois
1550748254
Sometimes a friend will appreciate your help and other times your help is not needed. Franklin learns how to be a good friend.

☐ **Franklin Helps Out** ST 7
Paulette Bourgeois
1550748254
Sometimes a friend will appreciate your help and other times your help is not needed. Franklin learns how to be a good friend.

☐ **Franklin is Bossy** Unit
Paulette Bourgeois
1550742574
This story is appropriate for discussing relationships with friends.

☐ **Franklin is Bossy** ST 5
Paulette Bourgeois
1550742574
This story is appropriate for discussing relationships with friends.

☐ **Franklin is Bossy** ST 7
Paulette Bourgeois
1550742574
This story is appropriate for discussing relationships with friends.

☐ **Franklin is Messy** Unit
Paulette Bourgeois
1550742450
This story teaches the importance of respecting other people's belongings and why it is necessary to clean up. Therefore, it is a helpful resource to discuss responsibilities.

☐ **Franklin is Messy** ST 3
Paulette Bourgeois
1550742450
This story teaches the importance of respecting other people's belongings and why it is necessary to clean up. Therefore, it is a helpful resource to discuss responsibilities.

☐ **Franklin is Messy** ST 5
Paulette Bourgeois
1550742450
This story teaches the importance of respecting other people's belongings and why it is necessary to clean up. Therefore, it is a helpful resource to discuss responsibilities.

☐ **Franklin Plays the Game** Unit
Paulette Bourgeois
1550742558
This resource would be appropriate for discussing rules and relationships.

☐ **Franklin Plays the Game** ST 1
Paulette Bourgeois
155074255
This resource would be appropriate for discussing rules and relationships.

☐ **Franklin Says Sorry** Unit
Paulette Bourgeois
1550747142
Franklin has a lot to learn about friendship and relationships. After he spreads a secret Bear shared with him, Franklin begins to understand why it's essential to keep your word.

☐ **Franklin Says Sorry** ST 5
Paulette Bourgeois
1550747142
Franklin has a lot to learn about friendship and relationships. After he spreads a secret Bear shared with him, Franklin begins to understand why it's essential to keep your word.

☐ **Franklin Says Sorry** ST 7
Paulette Bourgeois
1550747142
Franklin has a lot to learn about friendship and relationships. After he spreads a secret Bear shared with him, Franklin begins to understand why it's essential to keep your word.

☐ **Franklin Wants a Pet** Unit
Paulette Bourgeois
1550742493
More than anything else, Franklin wants a pet. One day, Franklins' parents finally take Franklin to the pet store to choose a new friend. This storybook teaches valuable lessons in patience and responsibility.

☐ **Franklin Wants a Pet** ST 3
Paulette Bourgeois
1550742493
More than anything else, Franklin wants a pet. One day, Franklins' parents finally take Franklin to the pet store to choose a new friend. This storybook teaches valuable lessons in patience and responsibility.

☐ **Franklin Wants a Pet** ST 10
Paulette Bourgeois
1550742493
More than anything else, Franklin wants a pet. One day, Franklins' parents finally take Franklin to the pet store to choose a new friend. This storybook teaches valuable lessons in patience and responsibility.

☐ **Franklin's Baby Sister** Unit
Paulette Bourgeois
1550747940
When Franklin finds out he's going to be a big brother come next spring, he simply can't wait. This is a good resource to highlight family relationships.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **Franklin's Baby Sister** ST 7
Paulette Bourgeois
1550747940
When Franklin finds out he's going to be a big brother come next spring, he simply can't wait. This is a good resource to highlight family relationships.

☐ **Franklin's Baby Sister** ST 10
Paulette Bourgeois
1550747940
When Franklin finds out he's going to be a big brother come next spring, he simply can't wait. This is a good resource to highlight family relationships.

☐ **Franklin's Bicycle Helmet** Unit
Paulette Bourgeois
1550747282
In this story, Franklin tries to avoid wearing his bicycle helmet. Therefore, safety rules may be reinforced using this book.

☐ **Franklin's Bicycle Helmet** ST 1
Paulette Bourgeois
1550747282
In this story, Franklin tries to avoid wearing his bicycle helmet. Therefore, safety rules can be reinforced using this book.

☐ **Franklin's Neighbourhood** Unit
Paulette Bourgeois
1550747045
This book can be used to discuss the people in one's neighbourhood and their responsibilities.

☐ **Franklin's Neighbourhood** ST 2
Paulette Bourgeois
1550747045
This book can be used to discuss the people in one's neighbourhood and their responsibilities.

☐ **Franklin's New Friend** Unit
Paulette Bourgeois
1550743635
This book teaches children not to be afraid of people who seem different on the outside. It is the similarities on the inside that count.

☐ **Franklin's New Friend** ST 7
Paulette Bourgeois
1550743635
This book teaches children not to be afraid of people who seem different on the outside. It is the similarities on the inside that count.

☐ **Froggy Goes to School** Unit
Jonathan London
0590066935
This book could be used to highlight rules, relationships, and responsibilities at school.

☐ **Froggy Goes to School** ST 3
Jonathan London
0590066935
This book could be used to highlight rules, relationships, and responsibilities at school.

☐ **Froggy Goes to School** ST 10
Jonathan London
0590066935
This book could be used to highlight rules, relationships, and responsibilities at school.

☐ **Get Out of Bed** Unit
Robert Munsch
0590124730
Amy does not take the responsibility of going to bed on time. Therefore, she is unable to get up to go to school the next day.

☐ **Get Out of Bed** ST 3
Robert Munsch
0590124730
Amy does not take the responsibility of going to bed on time. Therefore, she is unable to get up to go to school the next day.

☐ **Grover Goes to School** Unit
Dan Elliot
0679823972
This book can be used to highlight rules, relationships and responsibilities at school.

☐ **Grover Goes to School** ST 3
Dan Elliot
0679823972
This book can be used to highlight rules, relationships and responsibilities at school.

☐ **Grover Goes to School** ST 10
Dan Elliot
0679823972
This book can be used to highlight rules, relationships, and responsibilities at school.

☐ **Guess How Much I Love You** Unit
Sam McBratney
1564024733
This wonderful story illustrates the relationship between a child and parent.

☐ **Guess How Much I Love You** ST 7
Sam McBratney
1564024733
This wonderful story illustrates the relationship between a child and parent.

☐ **I Fix Phones** Unit
Nelson Language Arts (Book E)
0176185488
This easy-to-read story provides colourful photographs and describes how Neita fixes telephones. This resource could be used when describing the responsibilities of community workers.

☐ **I Fix Phones** ST 2
Nelson Language Arts (Book E)
0176185488
This easy-to-read story provides colourful photographs and describes how Neita fixes telephones. This resource could be used when describing the responsibilities of community workers.

☐ **If You Give a Bear a Brownie** ST 4
Laura Joffe Numeroff
0060275723
This is an humorous resource to review consequences.

☐ **If You Give a Cat a Cupcake** **ST 4**
Laura Joffe Numeroff
0060266848
This is an humorous resource to review consequences.

☐ **If You Give a Moose a Muffin** **ST 4**
Laura Joffe Numeroff
0060244054
This is a resource to review consequences. This resource is also available with audio cassette or in big book format.

☐ **If You Give a Mouse a Cookie** **ST 4**
Laura Joffe Numeroff
0060245867
This is a resource to review consequences. This resource is also available with audio cassette or in big book format.

☐ **If You Give a Pig a Pancake** **ST 4**
Laura Joffe Numeroff
0060266864
It is a resource to review sequences and consequences. This resource is also available with audio cassette or in big book format.

☐ **Just a Mess** **Unit**
Mercer Mayer
0307119483
A boy cleans up his messy room to try to find his baseball mitt. This story can be used to discuss responsibilities.

☐ **Just a Mess** **ST 3**
Mercer Mayer
0307119483
A boy cleans up his messy room to try to find his baseball mitt. This story can be used to discuss responsibilities.

☐ **Just Grandma and Me** **Unit**
Mercer Mayer
0307118932
Little Critter and Grandma take a trip to the beach. This book is appropriate for discussing family relationships.

☐ **Just Grandma and Me** **ST 7**
Mercer Mayer
0307118932
Little Critter and Grandma take a trip to the beach. This book is appropriate for discussing family relationships.

☐ **Just Grandpa and Me** **Unit**
Mercer Mayer
030711936X
Little Critter and his grandpa have fun on a trip to the department store. This book describes a relationship between a child and his grandfather.

☐ **Just Grandpa and Me** **ST 7**
Mercer Mayer
030711936X
Little Critter and his grandfather have fun on a trip to the department store. This book describes a relationship between a child and his grandfather.

☐ **Just Me and My Dad** **Unit**
Mercer Mayer
0307118398
Father and son go camping, but who is really taking care of whom? This book describes a relationship between a child and a father.

☐ **Just Me and My Dad** **ST 7**
Mercer Mayer
0307118398
Father and son go camping, but who is really taking care of whom? This book describes a relationship between a child and a father.

☐ **Just Me and My Family** **Unit**
Mercer Mayer
0307340945
This book describes a relationship between a child and his family.

☐ **Just Me and My Family** **ST 7**
Mercer Mayer
0307340945
This book describes a relationship between a child and his family.

☐ **Just Me and My Mom** **Unit**
Mercer Mayer
030712584X
Little critter and his mother take a trip to the city exploring the department stores and museums. This is an appropriate book for discussing family relationships.

☐ **Just Me and My Mom** **ST 7**
Mercer Mayer
030712584X
Little critter and his mother take a trip to the city exploring the department stores and museums. This is an appropriate book for discussing family relationships.

☐ **Just My Friend and Me** **Unit**
Mercer Mayer
0307119475
Though playing with a friend can be a great deal of fun, it's good to be alone sometimes too. This book describes a relationship between a child and his friend.

☐ **Just My Friend and Me** **ST 7**
Mercer Mayer
0307119475
Though playing with a friend can be a great deal of fun, it's good to be alone sometimes too. This book describes a relationship between a child and his friend.

☐ **Love You Forever** **Unit**
Robert Munsch
0920668372
This heart-warming story describes the relationship between a mother and son.

☐ **Love You Forever** **ST 7**
Robert Munsch
0920668372
This heart-warming story describes the relationship between a mother and son.

☐ **Me Too** **Unit**
Mercer Mayer
0307119416
Little Critter thinks that sharing with his little sister can be an awful bother, but it has its rewards too. This book describes a relationship between a boy and his little sister.

☐ **Me Too** **ST 7**
Mercer Mayer
0307119416
Little Critter thinks that sharing with his little sister can be an awful bother, but it has its rewards too. This book describes a relationship between a boy and his little sister.

☐ **My Family and Friends** **Unit**
Ginn Social Studies
0130197599
This grade one social studies resource discusses friends and families and how we change over time.

☐ **My Messy Room** **Unit**
Mary Packard
0590461915
This "Hello Reader" story depicts a little girl's messy room and could be used as an example of a special place.

☐ **My Messy Room** **ST 9**
Mary Packard
0590461915
This "Hello Reader" story depicts a little girl's messy room and could be used as an example of a special place.

☐ **My Street** **Unit**
Rebecca Treays
0746030770
This map book describes in much detail the various locations on a typical street. It would be a useful example of a special place and could also be used to discuss community helpers.

☐ **My Street** **ST 2**
Rebecca Treays
0746030770
This map book describes in much detail the various locations on a typical street. It would be a useful example of a special place and can also be used to discuss community helpers.

☐ **My Street** **ST 9**
Rebecca Treays
0746030770
This map book describes in much detail the various locations on a typical street. It would be a useful example of a special place and could also be used to discuss community helpers.

☐ **My Town** **Unit**
Rebecca Treays
0746030797
This map book describes a town in much detail. It gives several examples of special places and could also be used to discuss community helpers.

☐ **My Town** **ST 2**
Rebecca Treays
0746030797
This map book describes a town in much detail. It gives several examples of special places and can also be used to discuss community helpers.

☐ **My Town** **ST 9**
Rebecca Treays
0746030797
This map book describes a town in much detail. It gives several examples of special places and could also be used to discuss community helpers.

☐ **Officer Buckle and Gloria** **Unit**
Peggy Rathman
0590925695
Officer Buckle and his police dog Gloria entertain students with their safety rules.

☐ **Officer Buckle and Gloria** **ST 1**
Peggy Rathman
0590925695
Officer Buckle and his police dog Gloria entertain students with their safety rules.

☐ **People at Work** **Unit**
Ginn Social Studies
0130279048
This Grade 1 social studies resource illustrates different workers and encourages children to think about their responsibilities.

☐ **Piggybook** **Unit**
Anthony Browne
0394884167
This is a useful resource to discuss not fulfilling one's responsibilities.

☐ **Piggybook** **ST 3**
Anthony Browne
0394884167
This is a useful resource to discuss not fulfilling one's responsibilities.

☐ **Pilots Fly Airplanes** **Unit**
Fay Robinson
1567663087
This is a useful tool for discussing the responsibilities of pilots.

☐ **Pilots Fly Airplanes** **ST 2**
Fay Robinson
1567663087
This is a useful tool for discussing the responsibilities of pilots.

☐ **Police Officers Protect People** **Unit**
Carol Greene
1567663117
This is a useful tool for depicting the responsibilities of police officers.

☐ **Police Officers Protect People** **ST 2**
Carol Greene
1567663117
This is a useful tool for depicting the responsibilities of police officers.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **Postal Workers Take Care of Mail** **Unit**
Carol Greene
1567664032
This is a useful tool for discussing the responsibilities of postal workers.

☐ **Postal Workers Take Care of Mail** **ST 2**
Carol Greene
1567664032
This is a useful tool for discussing the responsibilities of postal workers.

☐ **Purple, Green, and Yellow** **Unit**
Robert Munsch
1550372564
In this humorous story, Brigid proves that she is responsible enough to have new colouring markers. Eventually, Brigid gets bored and forgets to be responsible with her new markers!

☐ **Purple, Green, and Yellow** **ST 3**
Robert Munsch
1550372564
In this humorous story, Brigid proves that she is responsible enough to have new colouring markers. Eventually, Brigid gets bored and forgets to be responsible with her new markers!

☐ **Richard Scarry's Please and Thank You Book** **Unit**
Richard Scarry
0394826817
A series of stories featuring Huckle, Lowly, Pig Will, Pig Won't, and other characters who demonstrate the good will generated by nice manners. This could be used to generate reasons for sending someone a thank- you note.

☐ **Richard Scarry's Please and Thank You Book** **ST 8**
Richard Scarry
0394826817
A series of stories featuring Huckle, Lowly, Pig Will, Pig Won't, and other characters who demonstrate the good will generated by nice manners. This could be used to generate reasons for sending someone a thank-you note.

☐ **Sesame Street Busy Little Neighborhood** **Unit**
Anna Ross , Joe Ewers
0679802525
This book can be used to review members of the community and their responsibilities.

☐ **Sesame Street Busy Little Neighborhood** **ST 2**
Anna Ross, Joe Ewers
0679802525
This book can be used to review members of the community and their responsibilities.

☐ **Stellaluna** **Unit**
Janell Cannon
015201540X
Stellaluna, the bat, develops a relationship with a family of birds.

☐ **Stellaluna** **ST 7**
Janell Cannon
015201540X
Stellaluna, the bat, develops a relationship with a family of birds.

☐ **Teachers Help Us Learn** **Unit**
Carol Greene
1567664040
Simple text and photographs describe what teachers do. This is a useful tool for discussing the responsibilities of teachers.

☐ **Teachers Help Us Learn** **ST 2**
Carol Greene
1567664040
Simple text and photographs describe what teachers do. This is a useful tool for discussing the responsibilities of teachers.

☐ **Thank You** **Unit**
Andrews & McMeel Staff
0836236475
How many ways are there to say thanks? This pop-up book displays colorful and truly unique new approaches that perfectly express the sentiment.

☐ **Thank You** **ST 8**
Andrews & McMeel Staff
0836236475
How many ways are there to say thanks? This pop-up book displays colorful and truly unique new approaches that perfectly express the sentiment.

☐ **Thank You, Amelia Bedelia** **Unit**
Peggy Parish
0064441717
Preparing for the arrival of an important visitor, a wacky housekeeper follows her employer's instructions with humorous results.

☐ **Thank You, Amelia Bedelia** **ST 8**
Peggy Parish
0064441717
Preparing for the arrival of an important visitor, a wacky housekeeper follows her employer's instructions with humorous results.

☐ **Thank You, Nicky!** **Unit**
Harriet Ziefert
0140508384
Nicky the cat has nothing to do so he goes for a walk and helps people in his neighbourhood along the way.

☐ **Thank You, Nicky!** **ST 8**
Harriet Ziefert
0140508384
Nicky the cat has nothing to do so he goes for a walk and helps people in his neighbourhood along the way.

☐ **The Giving Tree** **Unit**
Shel Silverstein
0590396218
This book illustrates the relationship between a boy and a tree. The story can be used to discuss special places.

☐ **The Giving Tree** **ST 4**
Shel Silverstein
0590396218
This book illustrates the relationship between a boy and a tree. The story can be used to discuss special places.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

☐ **The Giving Tree** **ST 9**
Shel Silverstein
0590396218
This book illustrates the relationship between a boy and a tree. The story can be used to discuss special places.

☐ **The New Baby** **Unit**
Mercer Mayer
0307119424
This book describes a relationship between a child and a new baby sister.

☐ **The New Baby** **ST 7**
Mercer Mayer
0307119424
This book describes a relationship between a child and a new baby sister.

☐ **The New Baby** **ST 10**
Mercer Mayer
0307119424
This book describes a relationship between a child and a new baby sister.

☐ **The Seasons of Arnold's Apple Tree** **Unit**
Gail Gibbons
0152712435
In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree. This resource is useful for emphasizing special places and sequence of events.

☐ **The Seasons of Arnold's Apple Tree** **ST 9**
Gail Gibbons
0152712435
In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree. This resource is useful for emphasizing special places and sequence of events.

☐ **The Seasons of Arnold's Apple Tree** **ST 11**
Gail Gibbons
0152712435
In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree. This resource is useful for emphasizing special places and sequence of events.

☐ **The Very Hungry Caterpillar** **Unit**
Eric Carle
0399213015
On each day of the week, a caterpillar eats different foods as he prepares for metamorphisis. This book may be used to reinforce sequence of events.

☐ **The Very Hungry Caterpillar** **ST 4**
Eric Carle
0399213015
On each day of the week, a caterpillar eats different foods as he prepares for metamorphisis. This book may be used to reinforce sequence of events.

☐ **The Very Hungry Caterpillar** **ST 11**
Eric Carle
0399213015
On each day of the week, a caterpillar eats different foods as he prepares for metamorphisis. This book may be used to reinforce sequence of events.

☐ **Veterinarians Help Animals** **Unit**
Carol Greene
1567663109
This is a useful tool for depicting the responsibilities of veterinarians.

☐ **Veterinarians Help Animals** **ST 2**
Carol Greene
1567663109
This is a useful tool for depicting the responsibilities of veterinarians.

☐ **Watch Out for Banana Peels and Other Important Sesame Street Safety Tips** **Unit**
Sarah Albee
037580482X
Officer Grover and Safety Deputy Elmo teach children important safety tips. This book is an amusing way to learn about safety in and out of the home.

☐ **Watch Out for Banana Peels and Other Important Sesame Street Safety Tips** **ST 1**
Sarah Albee
037580482X
Officer Grover and Safety Deputy Elmo teach children important safety tips. This book is an amusing way to learn about safety in and out of the home.

☐ **We Learn All About Community Helpers** **Unit**
Sharon Macdonald
0822445999
This book describes several community helpers and their responsibilities.

☐ **We Learn All About Community Helpers** **ST 2**
Sharon Macdonald
0822445999
This book describes several community helpers and their responsibilities.

☐ **Zookeepers Care for Animals** **Unit**
Amy Moses
1567663036
This is a useful tool for discussing the responsibilities of zookeepers.

☐ **Zookeepers Care for Animals** **ST 2**
Amy Moses
1567663036
This is a useful tool for discussing the responsibilities of zookeepers.

# Write Where We Belong

## Language An Integrated Unit for Grade 1

## Media

☐ **Alexander and the Terrible, Horrible, No Good, Very Bad Day** **Unit**
Sony Wonder Home Video
UPC: 074644954234
It's a terrible, horrible, no good, very bad day for Alexander! He's been scolded and bullied and picked on and bossed around and even got a cavity. But maybe it's not so bad, "Mom says some days are like this. Even in Australia."

☐ **Alexander and the Terrible, Horrible, No Good, Very Bad Day** **ST 11**
Sony Wonder Home Video
UPC: 074644954234
It's a terrible, horrible, no good, very bad day for Alexander! He's been scolded and bullied and picked on and bossed around and even got a cavity. But maybe it's not so bad, "Mom says some days are like this. Even in Australia."

☐ **Arthur: Arthur Makes the Team** **Unit**
Sony Wonder Home Video
UPC: 074644943139
In this video, Arthur and his friends try out for the baseball team. They learn that hard work and sticking together are the most important parts of playing on any team. As a bonus, Francine learns the ins and outs of being nice to people.

☐ **Arthur: Arthur Makes the Team** **ST 1**
Sony Wonder Home Video
UPC: 074644943139
In this video, Arthur and his friends try out for the baseball team. They learn that hard work and sticking together are the most important parts of playing on any team. As a bonus, Francine learns the ins and outs of being nice to people.

☐ **Arthur: Arthur Writes a Story** **Unit**
Sony Wonder Home Video
UPC: 074644994933
For a school assignment, Arthur must write the story of his life thus far. Arthur thinks there's not much to tell. So, in this video he takes liberties with his autobiography, filling the pages with tales of trips into space and invisible elephants. This is a useful resource to highlight the writing process.

☐ **Arthur: Arthur Writes a Story** **ST 3**
Sony Wonder Home Video
UPC: 074644994933
For a school assignment, Arthur must write the story of his life thus far. Arthur thinks there's not much to tell. So, in this video he takes liberties with his autobiography, filling the pages with tales of trips into space and invisible elephants. This is a useful resource to highlight the writing process.

☐ **Arthur: Arthur's Baby** **Unit**
Sony Wonder Home Video
UPC: 074644934939
There's a new addition to the family, a little baby sister named Kate! Little sister means some big changes for Arthur and especially D.W., who's no longer the youngest and feels that the new baby is getting all the attention.

☐ **Arthur: Arthur's Baby** **ST 7**
Sony Wonder Home Video
UPC: 074644934939
There's a new addition to the family, a little baby sister named Kate! Little sister means some big changes for Arthur and especially D.W., who's no longer the youngest and feels that the new baby is getting all the attention.

☐ **Arthur: Arthur's Baby** **ST 10**
Sony Wonder Home Video
UPC: 074644934939
There's a new addition to the family, a little baby sister named Kate! Little sister means some big changes for Arthur and especially D.W., who's no longer the youngest and feels that the new baby is getting all the attention.

☐ **Arthur: Arthur's Family Vacation** **Unit**
Sony Wonder Home Video
UPC: 074645167831
Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process! They also learn what it means to help grandpa.

☐ **Arthur: Arthur's Family Vacation** **ST 7**
Sony Wonder Home Video
UPC: 074645167831
Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process! They also learn what it means to help grandpa.

☐ **Arthur: Arthur's Lost Library Book** **Unit**
Sony Wonder Home Video
UPC: 074644935035
Arthur loses a library book and he worries about where the book is. This video teaches a great lesson to young viewers about taking responsibility for mishaps, serious or not. This tape also includes a story about sibling relationships and how brothers and sisters must get along.

☐ **Arthur: Arthur's Lost Library Book** **ST 3**
Sony Wonder Home Video
UPC: 074644935035
Arthur loses a library book and he worries about where the book is. This video teaches a great lesson to young viewers about taking responsibility for mishaps, serious or not. This tape also includes a story about sibling relationships and how brothers and sisters must get along.

☐ **Arthur: Arthur's Lost Library Book** **ST 5**
Sony Wonder Home Video
UPC: 074644935035
Arthur loses a library book and he worries about where the book is. This video teaches a great lesson to young viewers about taking responsibility for mishaps, serious or not. This tape also includes a story about sibling relationships and how brothers and sisters must get along.

☐ **Arthur: Arthur's New Puppy** **Unit**
Sony Wonder Home Video
UPC: 074644942736
Arthur has a dream come true when he gets a new dog. But a pet means a lot of responsibility, like feeding, cleaning up after and making sure it gets enough exercise. And there's making sure that the new puppy Pal stays out of trouble. Is Arthur ready to own a dog?

☐ **Arthur: Arthur's New Puppy** **ST 3**
Sony Wonder Home Video
UPC: 074644942736
Arthur has a dream come true when he gets a new dog. But a pet means a lot of responsibility, like feeding, cleaning up after and making sure it gets enough exercise. And there's making sure that the new puppy Pal stays out of trouble. Is Arthur ready to own a dog?

☐ **Arthur: Arthur's New Puppy** **ST 10**
Sony Wonder Home Video
UPC: 074644942736
Arthur has a dream come true when he gets a new dog. But a pet means a lot of responsibility, like feeding, cleaning up after and making sure it gets enough exercise. And there's making sure that the new puppy Pal stays out of trouble. Is Arthur ready to own a dog?

☐ **Arthur: Arthur's Pet Business** **Unit**
Sony Wonder Home Video
UPC: 074644994834
Arthur really wants to show everyone that he's ready to own a pet. But is he? This video is appropriate to discuss responsibilities.

☐ **Arthur: Arthur's Pet Business** **ST 3**
Sony Wonder Home Video
UPC: 074644994834
Arthur really wants to show everyone that he's ready to own a pet. But is he? This video is appropriate to discuss responsibilities.

☐ **Disney's Greatest, Volume One** **ST 7**
Disney
UPC: 50086069378
The fifth track on this CD, "You've Got a Friend in Me" from the movie Toy Story, is a upbeat tune that compliments this topic.

☐ **Franklin Goes to School** **Unit**
USA Home Video
UPC: 625828050534
Franklin is so excited about going to school for the first time, he almost pops out of his shell. On his way to his first day, Franklin starts to worry about what the teacher will ask him to do. This video could be used to discuss rules, relationships, and responsibilities at school.

☐ **Franklin Goes to School** **ST 3**
USA Home Video
UPC: 625828050534
Franklin is so excited about going to school for the first time, he almost pops out of his shell. On his way to his first day, Franklin starts to worry about what the teacher will ask him to do. This video could be used to discuss rules, relationships, and responsibilities at school.

☐ **Franklin Goes to School** **ST 10**
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☐ **Franklin Plays the Game** **Unit**
USA Home Video
UPC: 044004425438
Franklin learns to play soccer--and how to be sportsmanlike on the field with his pals. Therefore, this resource would be appropriate for discussing rules and relationships.

☐ **Franklin Plays the Game** **ST 1**
USA Home Video
UPC: 044004425438
This resource would be appropriate for discussing rules and relationships.

☐ **Gerbert in "My Neighborhood"** **Unit**
Home Sweet Home Educational Media Co.
UPC: 092376073696
This compilation of nine original songs is hosted by Gerbert and features children acting out various occupations. Includes interviews with real people in those professions.

☐ **Gerbert in "My Neighborhood"** **ST 2**
Home Sweet Home Educational Media Co.
UPC: 092376073696
This compilation of nine original songs is hosted by Gerbert and features children acting out various occupations. Includes interviews with real people in those professions.

☐ **Mercer Mayer: Just Me and My Dad** **Unit**
Sony Wonder Home Video
UPC: 074644953534
Little Critter's off to the woods for his first camp-out with Dad! While trying to prove he can do it all, his efforts result in near disasters. Dad reminds him that "helping" is a two-way street. This video can be used to discuss family relationships.

☐ **Mercer Mayer: Just Me and My Dad** **ST 7**
Sony Wonder Home Video
UPC: 074644953534
Little Critter's off to the woods for his first camp-out with Dad! While trying to prove he can do it all, his efforts result in near disasters. Dad reminds him that "helping" is a two-way street. This video can be used to discuss family relationships.

☐ **Platinum All Time Favorites** ST 2
Sesame Street
UPC: 74646766026
The third track on this CD "People in Your Neighborhood" could be used to compliment the topic "Everyone has Responsibilities".

☐ **The Very Hungry Caterpillar** Unit
Disney Home Video
UPC: 786936160574
On each day of the week, a caterpillar eats different foods as he prepares for metamorphisis. This video may be used to reinforce sequence of events

☐ **The Very Hungry Caterpillar** ST 11
Disney Home Video
UPC: 786936160574
On each day of the week, a caterpillar eats different foods as he prepares for metamorphisis. This video may be used to reinforce sequence of events

## Website

☐ **123 Greetings** Unit
http://www.123greetings.com/
Send e-cards to your friends & loved ones. All cards are absolutely free!

☐ **123 Greetings** ST 8
http://www.123greetings.com/
Send e-cards to your friends & loved ones. All cards are absolutely free!

☐ **Blue Mountain** Unit
http://free.bluemountain.com/cdb/F/TBF/
This website can be used to create free thank-you cards to send a friend via email. Using a web browser cards may also be printed.

☐ **Blue Mountain** ST 8
http://free.bluemountain.com/cdb/F/TBF/
This website can be used to create free thank-you cards to send a friend via email. Using a web browser cards may also be printed.

☐ **Hallmark.com** Unit
http://www.hallmark.com
This website can be used to send free e-cards and download free card templates.

☐ **Hallmark.com** ST 8
http://www.hallmark.com
This website can be used to send free e-cards and download free card templates.

☐ **Kid's Canadian History Timeline** Unit
http://www.cbc4kids.ca/general/time/history-challenge/winner1/startpage.html
This is an excellent example of a timeline created by Grade 7 and 8 school children. The timeline covers Canadian history from prehistory to the present. Students could view this timeline in both electronic and hard copy formats.

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http://www.cbc4kids.ca/general/time/history-challenge/winner1/startpage.html
This is an excellent example of a timeline created by Grade 7 and 8 school children. The timeline covers Canadian history from prehistory to the present. Students could view this timeline in both electronic and hard copy formats.

## Material

☐ **Blank Paper** ST 10
1
per person
Instruct students to fold paper into four quadrons. Students draw one important life event in each of the four sections.

☐ **Chart Paper** ST 1
6 sheets
per class
Each group of students records rules for their specified location (home, school, or community) on a sheet of chart paper.

☐ **Chart Paper** ST 2
1 sheet
per class
Teacher will elicit responses from students to create a word web of community helpers.

☐ **Chart paper** ST 3
2 sheets
per class
On day one, the teacher models the writing process by creating a journal entry on chart paper. On day two, the teacher presents a journal for the students to edit.

☐ **Chart paper** ST 5
1
per class
Chart paper will be used to write instructions for the puppet show presentation.

☐ **Colouring Materials** ST 1
1 set
per person
Markers, Pencil Crayons, Crayons, Pastels, and/or Paints

☐ **Envelopes and Stamps** ST 8
1
per person
Students can mail their thank-you cards to the appropriate recepient.

☐ **Heavy Stock Paper or Cards** ST 8
1
per person
Students use to create their Thank You cards.

☐ **Journals** ST 3
1
per person

# Write Where We Belong
## Language An Integrated Unit for Grade 1

- ☐ **Markers** ST 1
  1 set
  per group
- ☐ **Markers** ST 2
  1 set
  per class
- ☐ **Markers** ST 3
  1 set
  per class
- ☐ **Masking Tape** ST 2
  1 roll
  per class
  Masking tape is used by the teacher to attach one picture of a community helper on the back of each child.
- ☐ **Paper** ST 3
  2 sheets
  per class
  Each team records responsibilities on a sheet of paper.
- ☐ **Photographs** ST 7
  Photographs of people with whom the teacher shares a relationship. (e.g., mother, baby, friend, etc.)
- ☐ **Photographs or Illustrations** ST 10
  The teacher presents a page with photographs or illustrations of important events in his or her life (e.g. Kindergarten graduation, First fish he or she caught, etc).
- ☐ **Pictures of Community Helpers** ST 2
  1
  per person
  The teacher may find pictures of community workers using a publishing program such as Print Shop Deluxe. Please see sample graphics. The teacher will pin pictures of different community helpers on the backs of each student for an introductory activity.
- ☐ **Poster Paper 12" x 18"** ST 1
  1
  per person
  Students create a poster depicting a rule at home, at school or in the community.
- ☐ **Sample posters** ST 1
- ☐ **The Writing Process** ST 6
  1
  per class
  Teachers may want to post the stages of the writing process, which can be purchased or teacher-made. See subtask notes.
- ☐ **Variety of Thank You Cards** ST 8
  The teacher displays a variety of Thank You card styles to give students ideas when generating their own Thank You cards. Electronic Thank You cards may also be viewed.
- ☐ **Writing Paper** ST 9
  1
  per person
  Writing paper should have a large blank space for an illustration and lines for completing the writing.
- ☐ **Writing Portfolios** Unit
  1
  per person
  Writing portfolios will be used to collect student work throughout the unit.

## Equipment / Manipulative

- ☐ **Book Binding Machine** ST 9
  1
  per class
- ☐ **Cassette and/or CD Player** Unit
  1
  per class
- ☐ **Cassette and/or CD Player** ST 2
  1
  per class
- ☐ **Computer / Scanner** ST 9
  1
  per class
  The teacher can scan photographs of his or her special places and display them to the students using a computer.
- ☐ **Computers** Unit
  per pair
  Computers can be used for their word processing capabilities to create entire writing assignments or final copies. The computers can be used to create thank you cards. The computers should be connected to the internet and/or have appropriate child-friendly programs.
- ☐ **Computers** ST 8
  per pair
  Computers can be used for their word processing capabilities to create entire writing assignments or final copies. The computers can be used to create thank you cards. The computers should be connected to the internet and/or have appropriate child-friendly programs.
- ☐ **Containers** ST 3
  2
  per class
  Student responsibilities are recorded on strips of paper and then put into containers in order to play "Charades".
- ☐ **Laminator** ST 9
  1
  Each page submitted by the students is laminated before being bound into a class book.
- ☐ **Puppets** ST 5
  1
  per person
  Puppets can be purchased or student-made. Store-bought puppets can be people or animals. If puppet people are used, care should be taken that they represent a variety of races and/or skin tones.
- ☐ **Television and VCR** Unit
  1
  per class

☐ **Television and VCR** ST 3
1
per class

☐ **Television and VCR** ST 10
1
per class

## Sample Graphic

☐ **Baker Sample Graphic** ST 2
Postal Carrier Sample Graphic

## Parent Community

☐ **Community Helpers** Unit
Local Community
Invite parents and/or community helpers into the classroom to discuss their various responsibilities.

☐ **Local Artist** ST 8
Local Community
Invite a local artist to your classroom to demonstrate the process of making a Thank You card.

☐ **Parent or Community Volunteers** Unit
Local Community
Parent and/or community volunteers are invited into the classroom to assist students with their writing assignments as necessary and to listen to students read their written work.

☐ **Parent or Community Volunteers** ST 6
Local Community
Parent and/or community volunteers are invited into the classroom to assist students with their writing assignments as necessary and to listen to students read their written work.

☐ **Peer Helpers** Unit
Local school
Pair Grade 1 students with peer helpers from an older grade. Grade 1 students share their work in progress and/or completed work. Older students may make comments and suggestions. Peer helpers may also work one-on-one with students to help them complete tasks on the computer.

☐ **Peer Helpers** ST 6
Local school
Pair Grade 1 students with peer helpers from an older grade. Grade 1 students share their work in progress and/or completed work. Older students may make comments and suggestions.

☐ **Peer Helpers** ST 8
Local school
Peer helpers may work one-on-one with students to help them complete tasks on the computer.

☐ **Postal Carrier** ST 8
Local Community
Students can visit the local Post Office or invite a postal carrier into the classroom.

# Writing Checklist

**BLM 1.1**

Date _____ Task _____

| Student Names | holds pencil properly | communicates with pictures | communicates with words | communicates with sentences | spells some words correctly | writes complete sentences | uses phonics/ inventive spelling | uses capitals appropriately | prints legibly | leaves spaces between words |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

# Rule Poster Rating Scale

**BLM 1.2**

Student _____ Date _____

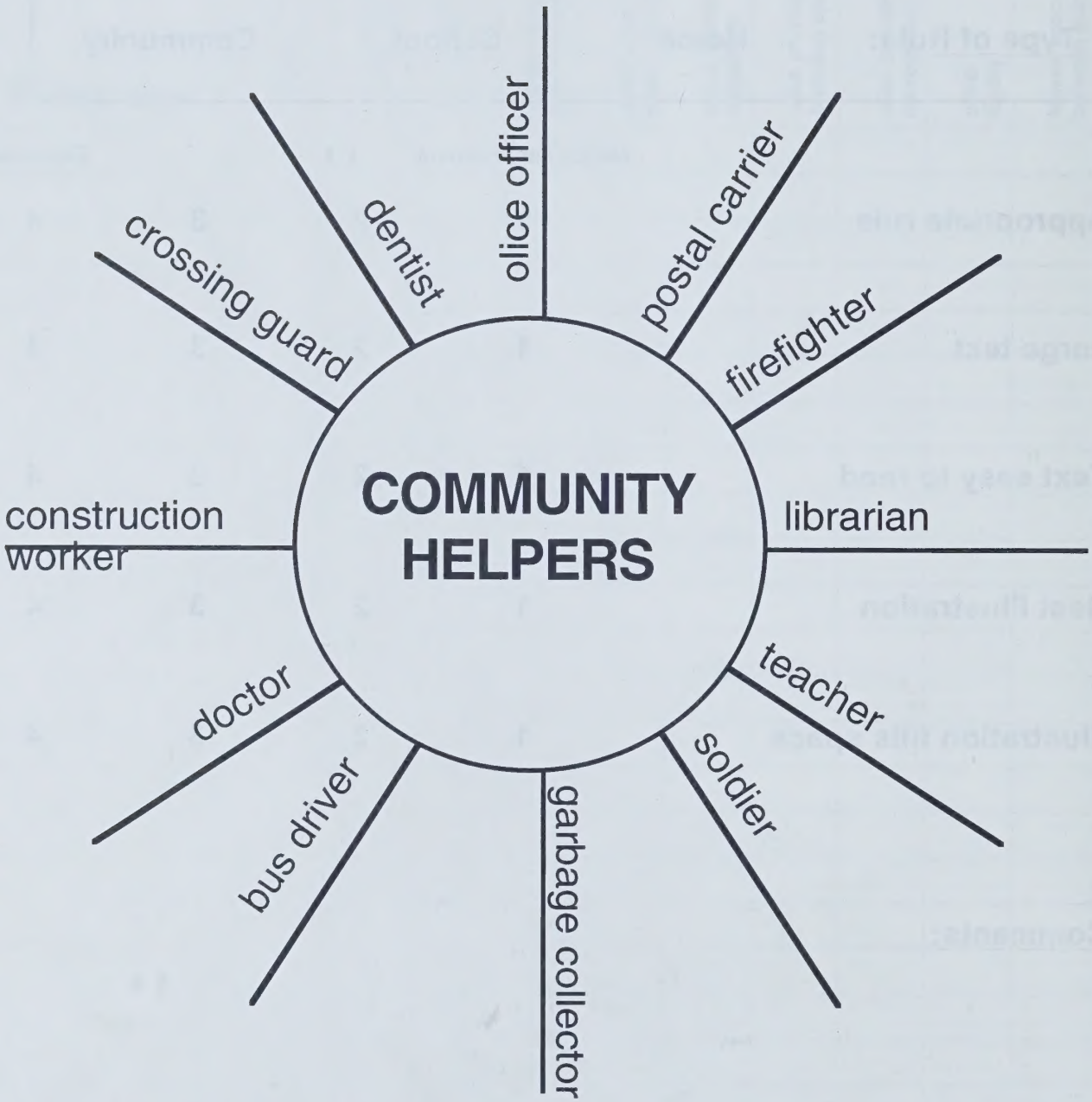
| **Type of Rule:** | **Home** | **School** | **Community** |
|---|---|---|---|

| | Needs Improvement | | | Excellent |
|---|---|---|---|---|
| **Appropriate rule** | **1** | **2** | **3** | **4** |
| **Large text** | **1** | **2** | **3** | **4** |
| **Text easy to read** | **1** | **2** | **3** | **4** |
| **Neat illustration** | **1** | **2** | **3** | **4** |
| **Illustration fills space** | **1** | **2** | **3** | **4** |

**Comments:**

**Word Web** **BLM 2.1**

(Sample)



# Everyone Has Responsibilities

Student _____ Date _____

A teacher has responsibilities.

A teacher is responsible for _____

_____ .

A police officer has responsibilities.

A police officer is responsible for _____

_____

A firefighter has responsibilities.

A firefighter is responsible for _____

_____

.

A farmer has responsibilities.

A farmer is responsible for _____

_____

A doctor has responsibilities.

A doctor is responsible for _____

_____

**Sample Journal Entry** **BLM 3.1**
(Teacher Reference)

monday january 21 2002

at my house it is my responsibility to look after my dog fifi every morning when i get up i take her for a walk she stays in the house while i am at school as soon as i come home i play outside with her when we go in i give her some dinner at night she sleeps by my bed i love my dog fifi and she loves me

**Words to Sequence**

**BLM 4.1**

infant

adult

teenager

grandparent

A tiny caterpillar eats and eats.

A beautiful butterfly flies away.

After a few weeks, a butterfly crawls out of the cocoon.

One day, the caterpillar makes a fuzzy cocoon.

# What's the Correct Order?

Name _____ Date _____

Paste or draw four pictures in the proper sequence.
Write a sentence for each picture to describe the order of events.

1

_____

_____

2

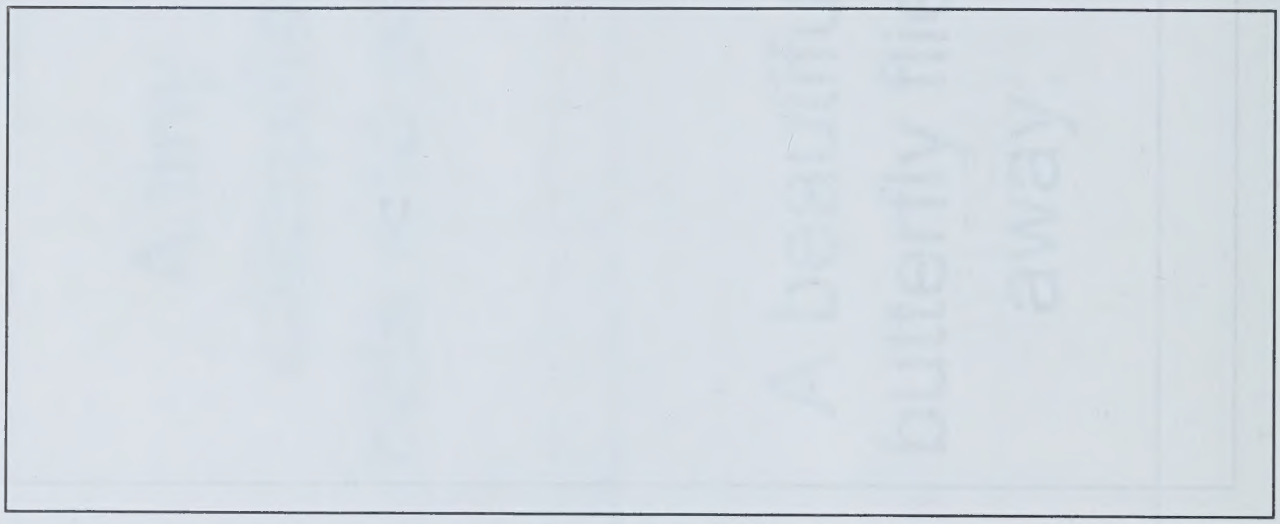
_____

_____

# What's the Correct Order?

Name _____ Date _____

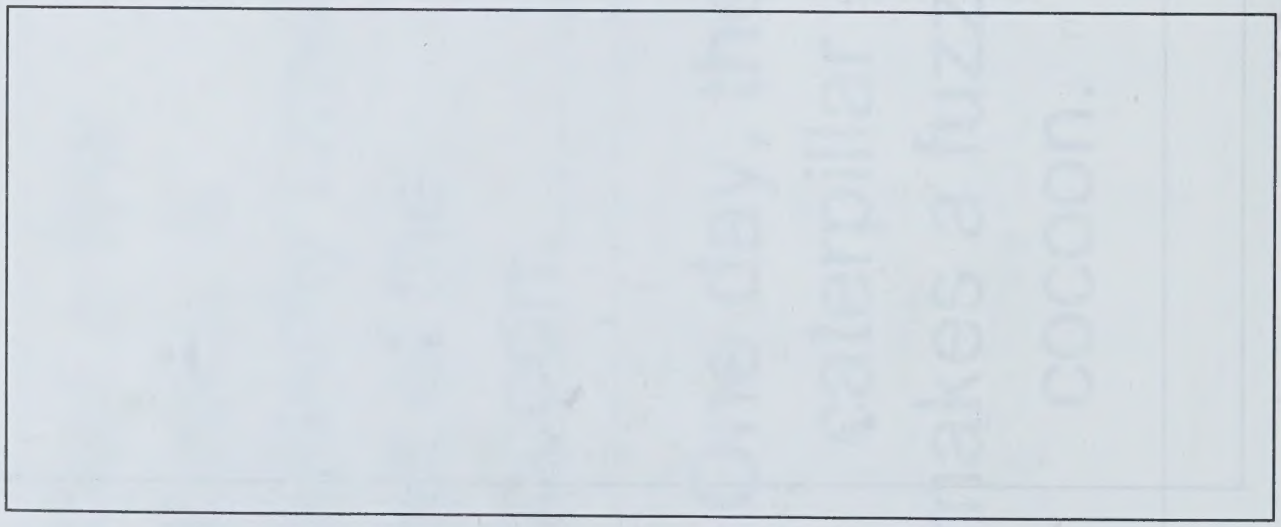
3



_____

_____

4



_____

_____

# Sequencing Checklist

BLM 4.4

Date _____ Task _____

| Student Names | No sequencing | Sequences two items | Sequences three items | Sequences four items | Sequences more than four items | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

# Puppet Show: Group-Assessment

Name: _____ Date: _____

Group Members: _____
_____
_____
_____

Rule or Responsibility _____

_____

We followed instructions

We co-operated

We each did our share of the work

I'm proud of group because _____

_____

Our group could improve by _____

_____

# Story Map

Student _____ Date _____

## Beginning

When? _____

Who? _____

Where? _____

## Middle

Rule or Responsibility _____

Consequence _____

## Ending

Solution _____

_____

# Remarkable Relationships

Name _____ Date _____

My _____ is important to me because

_____ .

My _____ is important to me because

_____ .

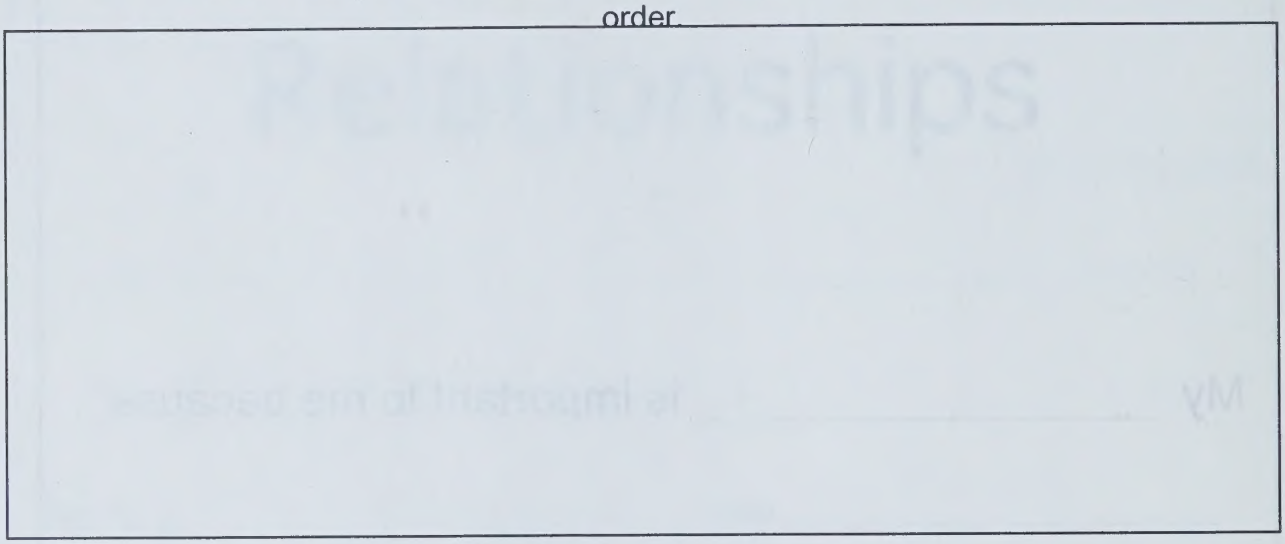
My _____ is important to me because

_____ .

# Mini-timeline

Name _____ Date _____

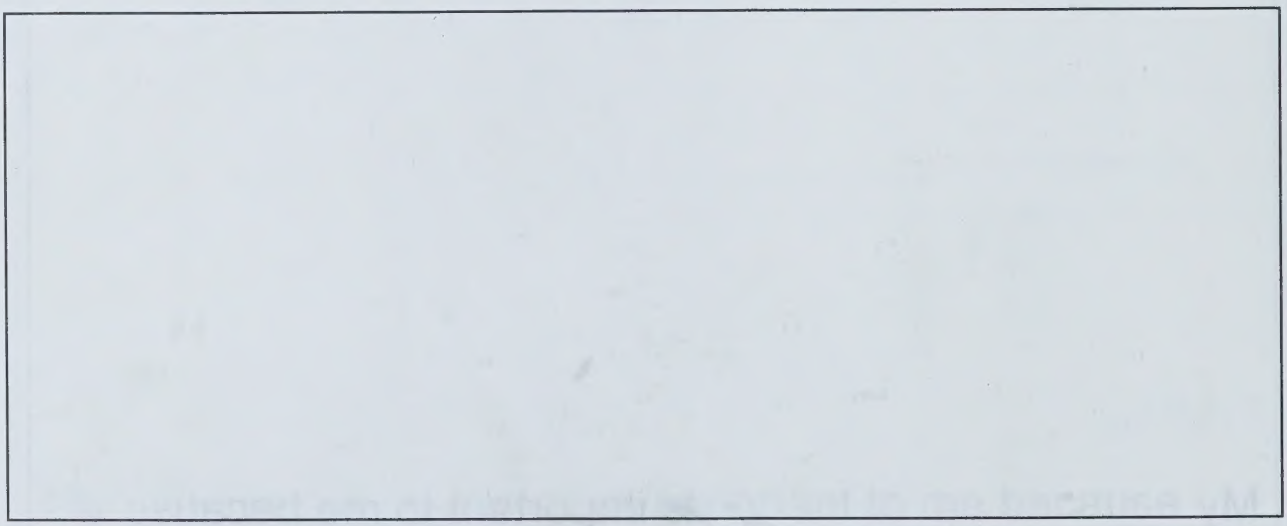
Draw four important events in your life.Write a sentence for each. Cut your sheet. Give the four cards to a partner to put in order.



_____

_____

Cut _____ _____ _____ _____ _____ _____ _____ _____ _____ Cut



_____

_____

# Mini-timeline

Name _____ Date _____

Cut ____ ____ ____ ____ ____ ____ ____ ____ ____ Cut

# Timeline Rubric - Social Studies Component

**for use with Subtask 11 : Personal Timeline**
from the Grade 1 Unit: **Write Where We Belong**

**Student Name:**_____
**Date:**_____

## Expectations for this Subtask to Assess with this Rubric:

**1z2** • create simple timelines to describe changes over time;

**1z4** – identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers);

**1z6** – describe significant places in their lives (e.g., the park, their bedroom, their classroom);

**1z7** – identify significant events in their lives (e.g., their first day of school, a trip);

**1z18** – construct and read for specific purposes concrete, pictorial, and simple maps, graphs, charts, and diagrams (e.g., to show timelines of the school day);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **UNDERSTANDING OF CONCEPTS** Significant People, Places and Events | - timeline identifies a few significant people, places, and events in the child's life. | - timeline identifies some significant people, places, and events in the child's life. | - timeline identifies most significant people, places, and events in the child's life. | - timeline identifies all or almost all significant people, places, and events in the child's life. |
| **COMMUNICATION OF REQUIRED KNOWLEDGE** Information | - information is provided for a few dates and demonstrates limited relevance for the age of the child in the given year. | - information is provided for some dates and is somewhat relevant for the age of the child in the given year. | - information is provided for most dates and is usually relevant for the age of the child in the given year. | - information is provided for all dates and is always relevant for the age of the child in the given year. |
| **COMMUNICATION OF REQUIRED KNOWLEDGE** Photographs and/or Pictures | - photographs or pictures are included for a few dates and have limited appropriateness for the age of the child in the given year. | - photographs or pictures are included for some dates and are somewhat appropriate for the age of the child in the given year. | - photographs or pictures are included for most dates and are usually appropriate for the age of the child in the given year. | - photographs or pictures are included for all dates and are always appropriate for the age of the child in the given year. |
| **COMMUNICATION OF REQUIRED KNOWLEDGE** Construction of Timeline | - drawings, printing, and overall project demonstrate limited neatness, and organization. | - drawings, printing, and overall project are somewhat neat, and organized. | - drawings, printing, and overall project are very neat, and organized. | - drawings, printing, and overall project are extremely neat, and organized. |
| **APPLICATION OF CONCEPTS AND SKILLS** Creates Simple Timeline to Describe Changes Over Time | - timeline is presented in chronological order and includes a few years of the child's life. | - timeline is presented in chronological order and includes some years of the child's life. | - timeline is presented in chronological order and includes most years of the child's life. | - timeline is presented in chronological order and includes every year of the child's life. |

# Rubric for Journals

**for use with Subtask 3 : What Are My Responsibilities?**
from the Grade 1 Unit: **Write Where We Belong**

**Student Name:**_____
**Date:**_____

## Expectations for this Subtask to Assess with this Rubric:

**1e1** • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);

**1e2** • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);

**1e8** • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

**1z10** – identify and describe the rights and responsibilities of family members (e.g., decision making, chores);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **REASONING**<br>Identify and describe responsibilities in a journal entry<br>1z10 | - describes his or her responsibility using a few simple ideas. | - describes his or her responsibility using some simple and related ideas. | - describes a responsibility using ideas of some complexity. | - describes an appropriate responsibility using complex ideas. |
| **COMMUNICATION**<br>Communicate ideas in a journal entry<br>1e1 | - demonstrates limited clarity in communicating purpose. | - demonstrates some clarity in communicating purpose. | - demonstrates considerable clarity in communicating purpose. | - demonstrates a high degree of clarity in communicating purpose. |
| **ORGANIZATION OF IDEAS**<br>Organize information so writing conveys a clear message in a journal entry<br>1e2 | - organization is limited.<br><br>- shows limited grouping of common ideas. | - organization is mechanical and sequential.<br><br>- groups some common ideas. | - organization is appropriate and logical.<br><br>- groups most common ideas together. | - organization is highly appropriate.<br><br>- links common ideas and writing flows naturally. |
| **APPLICATION OF LANGUAGE CONVENTIONS**<br>Uses correctly the conventions specified for this grade level<br>1e8 | - uses capitals and periods used with limited ability. | - sometimes uses capitals and periods appropriately. | - usually uses capitals and periods appropriately. | - consistently uses capitals and periods appropriately. |

**Student Name:**_____
**Date:**_____

# Rubric for the Writing Process

**for use with Subtask 6 : The Write Consequence**
from the Grade 1 Unit: **Write Where We Belong**

## Expectations for this Subtask to Assess with this Rubric:

**1e2** • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);

**1e3** • write simple sentences using proper punctuation (i.e., periods);

**1e13** – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);

**1e14** – use phonics to spell unfamiliar words;

**1z12** – recognize and describe consequences of events and actions that affect their lives (e.g., mother's being grateful for their playing with sibling);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **REASONING**<br>Describes consequences of events and actions in a short story | - describes a consequence using a few simple ideas. | - describes a consequence using some simple and related ideas. | - describes an appropriate consequence using ideas of some complexity. | - describes appropriate consequence using complex ideas. |
| **COMMUNICATION**<br>Writes simple sentences using proper punctuation in a short story | – there are a few simple, sometimes incomplete sentences and a reliance on a single sentence stem. | – there are some simple, complete sentences and some reliance on a single sentence stem. | – the sentences are simple and complete with some variation in the stem used. | – there are different patterns of simple, complete sentences. |
| **ORGANIZATION OF IDEAS**<br>Organizes information so writing conveys a clear message in a short story | - organization of ideas using a story map plan is limited. | - organization of ideas follows story map plan in a mechanical and sequential way. | - organization of ideas follows story map plan with considerable appropriateness and logic. | - organization of ideas follows story map plan with a high degree of appropriateness and logic. |
| **APPLICATION OF LANGUAGE CONVENTIONS**<br>Correctly spells words identified by the teacher<br>Uses phonics | - use of charts or lists posted in classroom to spell words correctly is limited.<br>- demonstrates limited ability to create approximations of words using phonics. | - sometimes refers to charts or lists posted in classroom to spell words correctly.<br>- sometimes creates close approximations of words using phonics. | - usually refers to charts or lists posted in classroom to spell words correctly.<br>- usually creates close approximations of words using phonics. | - always or almost always refers to charts or lists posted in classroom to spell words correctly.<br>- always or almost always creates close approximations of words using phonics. |

**Student Name:**_____
**Date:**_____

# Timeline Rubric - Language Arts Component

**for use with Subtask 11 : Personal Timeline**
from the Grade 1 Unit: **Write Where We Belong**

## Expectations for this Subtask to Assess with this Rubric:

**1e1** • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);

**1e2** • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);

**1e4** • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);

**1e11** – use a period at the end of a statement;

**1e15** – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);

| Category/Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Reasoning**<br>**1e4**<br>Complexity of ideas and connection to the topic (e.g., significant people, places and events) | - the writer uses a few ideas relating to significant people, places, and events when creating a written timeline. | - the writer uses some ideas relating to significant people, places, and events when creating a written timeline. | - the writer uses most ideas relating to significant people, places, and events when creating a written timeline. | - the writer uses all or almost all ideas relating to significant people, places, and events when creating a written timeline. |
| **Communication**<br>**1e1**<br>Communicates ideas, thoughts, feelings and experiences in a written timeline | - the writer uses limited clarity when expressing thoughts, feelings and experiences in a written timeline. | - the writer uses some clarity when expressing thoughts, feelings and experiences in a written timeline. | - the student writes clearly when expressing thoughts, feelings and experiences in a written timeline. | - the student writes clearly and confidently when expressing thoughts, feelings and experiences in a written timeline. |
| **Organization of Ideas**<br>**1e2**<br>Organize information so that writing conveys a clear message (e.g., describe events in the proper sequence) | - the writer demonstrates limited ability to organize a few ideas in chronological order when producing a written timeline. | - the writer demonstrates the ability to organize some ideas in chronological order when producing a written timeline. | - the writer demonstrates the ability to organize ideas appropriately in chronological order when producing a written timeline. | - the writer demonstrates the ability to organize ideas effectively and logically in chronological order when producing a written timeline. |
| **Application of Language Conventions**<br>**1e11, 1e15**<br>Use a period at the end of a statement and capitals to begin sentences and differentiate certain words | - the writer demonstrates limited evidence of using capitals and periods appropriately when presenting a written timeline. | - the writer demonstrates some evidence of using capitals and periods appropriately when presenting a written timeline. | - the writer demonstrates increased accuracy of using capitals and periods appropriately when presenting a written timeline. | - the writer consistently uses capitals and periods appropriately when presenting a written timeline. |

# Write Where We Belong

## Language An Integrated Unit for Grade 1

| | | Selected | Assessed |
|---|---|---|---|
| **English Language---Writing** | | | |
| ☐ 1e1 | • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet); | 3 | 7 |
| ☐ 1e2 | • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus); | 2 | 5 |
| ☐ 1e3 | • write simple sentences using proper punctuation (i.e., periods); | 4 | 4 |
| ☐ 1e4 | • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); | 5 | 4 |
| ☐ 1e5 | • use some materials from other media (e.g., computer clip-art) to enhance their writing; | 3 | 1 |
| ☐ 1e6 | • begin to revise written work, with the assistance of the teacher; | | 2 |
| ☐ 1e7 | • use and spell correctly the vocabulary appropriate for this grade level; | 3 | 2 |
| ☐ 1e8 | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). | 2 | 2 |
| ☐ 1e9 | – write simple but complete sentences; | 6 | 2 |
| ☐ 1e11 | – use a period at the end of a statement; | 5 | 2 |
| ☐ 1e12 | – use a comma after a salutation in a letter or note (e.g., Dear Mom,); | | 1 |
| ☐ 1e13 | – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists); | | 3 |
| ☐ 1e14 | – use phonics to spell unfamiliar words; | 6 | 4 |
| ☐ 1e15 | – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months); | 5 | 3 |
| ☐ 1e16 | – use words from their oral vocabulary as well as less familiar words from class-displayed word lists; | 2 | |
| ☐ 1e17 | – print legibly (capitals and small letters); | 6 | 3 |
| ☐ 1e18 | – leave spaces between words. | 6 | 3 |
| **Social Studies---HC: Relationships, Rules and Responsibilities** | | | |
| ☐ 1z2 | • create simple timelines to describe changes over time; | | 1 |
| ☐ 1z3 | • describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood. | 2 | |
| ☐ 1z4 | – identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers); | 1 | 2 |
| ☐ 1z6 | – describe significant places in their lives (e.g., the park, their bedroom, their classroom); | | 2 |
| ☐ 1z7 | – identify significant events in their lives (e.g., their first day of school, a trip); | | 2 |
| ☐ 1z9 | – demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect); | 2 | 2 |
| ☐ 1z10 | – identify and describe the rights and responsibilities of family members (e.g., decision making, chores); | 1 | 2 |
| ☐ 1z11 | – identify rules in the home, at school, and in the community (e.g., bedtime, no running on stairs, looking before crossing the street); | 2 | 1 |
| ☐ 1z12 | – recognize and describe consequences of events and actions that affect their lives (e.g., mother's being grateful for their playing with sibling); | | 2 |
| ☐ 1z18 | – construct and read for specific purposes concrete, pictorial, and simple maps, graphs, charts, and diagrams (e.g., to show timelines of the school day); | | 1 |
| ☐ 1z19 | – present the results of focused inquiries (e.g., a study of school rules), using simple demonstrations, drawings, and oral and written descriptions. | | 2 |
| ☐ 1z23 | – order a sequence of events (e.g., school day, school year, class trip) orally and with pictorial symbols; | 1 | 2 |
| ☐ 1z24 | – create a simple timeline (e.g., pictorially) to show relevant family history. | 1 | |

# Expectation Summary

Selected | Assessed

## Write Where We Belong

### Language An Integrated Unit for Grade 1

#### English Language

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1e1 | 3 | 7 | 1e2 | 2 | 5 | 1e3 | 4 | 4 | 1e4 | 5 | 4 | 1e5 | 3 | 1 | 1e6 | | 2 | 1e7 | 3 | 2 | 1e8 | 2 | 2 | 1e9 | 6 | 2 | 1e10 | | |
| 1e11 | 5 | 2 | 1e12 | | 1 | 1e13 | | 3 | 1e14 | 6 | 4 | 1e15 | 5 | 3 | 1e16 | 2 | | 1e17 | 6 | 3 | 1e18 | 6 | 3 | 1e19 | | | 1e20 | | |
| 1e21 | | | 1e22 | | | 1e23 | | | 1e24 | | | 1e25 | | | 1e26 | | | 1e27 | | | 1e28 | | | 1e29 | | | 1e30 | | |
| 1e31 | | | 1e32 | | | 1e33 | | | 1e34 | | | 1e35 | | | 1e36 | | | 1e37 | | | 1e38 | | | 1e39 | | | 1e40 | | |
| 1e41 | | | 1e42 | | | 1e43 | | | 1e44 | | | 1e45 | | | 1e46 | | | 1e47 | | | 1e48 | | | 1e49 | | | 1e50 | | |
| 1e51 | | | 1e52 | | | 1e53 | | | 1e54 | | | 1e55 | | | 1e56 | | | 1e57 | | | 1e58 | | | 1e59 | | | 1e60 | | |

#### Mathematics

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1m1 | | | 1m2 | | | 1m3 | | | 1m4 | | | 1m5 | | | 1m6 | | | 1m7 | | | 1m8 | | | 1m9 | | | 1m10 | | |
| 1m11 | | | 1m12 | | | 1m13 | | | 1m14 | | | 1m15 | | | 1m16 | | | 1m17 | | | 1m18 | | | 1m19 | | | 1m20 | | |
| 1m21 | | | 1m22 | | | 1m23 | | | 1m24 | | | 1m25 | | | 1m26 | | | 1m27 | | | 1m28 | | | 1m29 | | | 1m30 | | |
| 1m31 | | | 1m32 | | | 1m33 | | | 1m34 | | | 1m35 | | | 1m36 | | | 1m37 | | | 1m38 | | | 1m39 | | | 1m40 | | |
| 1m41 | | | 1m42 | | | 1m43 | | | 1m44 | | | 1m45 | | | 1m46 | | | 1m47 | | | 1m48 | | | 1m49 | | | 1m50 | | |
| 1m51 | | | 1m52 | | | 1m53 | | | 1m54 | | | 1m55 | | | 1m56 | | | 1m57 | | | 1m58 | | | 1m59 | | | 1m60 | | |
| 1m61 | | | 1m62 | | | 1m63 | | | 1m64 | | | 1m65 | | | 1m66 | | | 1m67 | | | 1m68 | | | 1m69 | | | 1m70 | | |
| 1m71 | | | 1m72 | | | 1m73 | | | 1m74 | | | 1m75 | | | 1m76 | | | 1m77 | | | 1m78 | | | 1m79 | | | 1m80 | | |
| 1m81 | | | 1m82 | | | 1m83 | | | 1m84 | | | 1m85 | | | 1m86 | | | 1m87 | | | 1m88 | | | 1m89 | | | 1m90 | | |
| 1m91 | | | 1m92 | | | 1m93 | | | 1m94 | | | 1m95 | | | 1m96 | | | 1m97 | | | 1m98 | | | 1m99 | | | 1m100 | | |
| 1m101 | | | 1m102 | | | 1m103 | | | 1m104 | | | 1m105 | | | 1m106 | | | 1m107 | | | | | | | | | | | |

#### Science and Technology

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1s1 | | | 1s2 | | | 1s3 | | | 1s4 | | | 1s5 | | | 1s6 | | | 1s7 | | | 1s8 | | | 1s9 | | | 1s10 | | |
| 1s11 | | | 1s12 | | | 1s13 | | | 1s14 | | | 1s15 | | | 1s16 | | | 1s17 | | | 1s18 | | | 1s19 | | | 1s20 | | |
| 1s21 | | | 1s22 | | | 1s23 | | | 1s24 | | | 1s25 | | | 1s26 | | | 1s27 | | | 1s28 | | | 1s29 | | | 1s30 | | |
| 1s31 | | | 1s32 | | | 1s33 | | | 1s34 | | | 1s35 | | | 1s36 | | | 1s37 | | | 1s38 | | | 1s39 | | | 1s40 | | |
| 1s41 | | | 1s42 | | | 1s43 | | | 1s44 | | | 1s45 | | | 1s46 | | | 1s47 | | | 1s48 | | | 1s49 | | | 1s50 | | |
| 1s51 | | | 1s52 | | | 1s53 | | | 1s54 | | | 1s55 | | | 1s56 | | | 1s57 | | | 1s58 | | | 1s59 | | | 1s60 | | |
| 1s61 | | | 1s62 | | | 1s63 | | | 1s64 | | | 1s65 | | | 1s66 | | | 1s67 | | | 1s68 | | | 1s69 | | | 1s70 | | |
| 1s71 | | | 1s72 | | | 1s73 | | | 1s74 | | | 1s75 | | | 1s76 | | | 1s77 | | | 1s78 | | | 1s79 | | | 1s80 | | |
| 1s81 | | | 1s82 | | | 1s83 | | | 1s84 | | | 1s85 | | | 1s86 | | | 1s87 | | | 1s88 | | | 1s89 | | | 1s90 | | |
| 1s91 | | | 1s92 | | | 1s93 | | | 1s94 | | | 1s95 | | | 1s96 | | | 1s97 | | | 1s98 | | | 1s99 | | | 1s100 | | |
| 1s101 | | | 1s102 | | | 1s103 | | | 1s104 | | | 1s105 | | | 1s106 | | | 1s107 | | | | | | | | | | | |

#### Social Studies

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1z1 | | | 1z2 | | 1 | 1z3 | 2 | | 1z4 | 1 | 2 | 1z5 | | | 1z6 | | 2 | 1z7 | | 2 | 1z8 | | | 1z9 | 2 | 2 | 1z10 | 1 | 2 |
| 1z11 | 2 | 1 | 1z12 | | 2 | 1z13 | | | 1z14 | | | 1z15 | | | 1z16 | | | 1z17 | | | 1z18 | | 1 | 1z19 | | 2 | 1z20 | | |
| 1z21 | | | 1z22 | | | 1z23 | 1 | 2 | 1z24 | 1 | | 1z25 | | | 1z26 | | | 1z27 | | | 1z28 | | | 1z29 | | | 1z30 | | |
| 1z31 | | | 1z32 | | | 1z33 | | | 1z34 | | | 1z35 | | | 1z36 | | | 1z37 | | | 1z38 | | | 1z39 | | | 1z40 | | |
| 1z41 | | | 1z42 | | | 1z43 | | | 1z44 | | | 1z45 | | | 1z46 | | | 1z47 | | | 1z48 | | | 1z49 | | | 1z50 | | |

#### Health & Physical Education

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1p1 | | | 1p2 | | | 1p3 | | | 1p4 | | | 1p5 | | | 1p6 | | | 1p7 | | | 1p8 | | | 1p9 | | | 1p10 | | |
| 1p11 | | | 1p12 | | | 1p13 | | | 1p14 | | | 1p15 | | | 1p16 | | | 1p17 | | | 1p18 | | | 1p19 | | | 1p20 | | |
| 1p21 | | | 1p22 | | | 1p23 | | | 1p24 | | | 1p25 | | | 1p26 | | | 1p27 | | | 1p28 | | | 1p29 | | | 1p30 | | |
| 1p31 | | | 1p32 | | | 1p33 | | | 1p34 | | | 1p35 | | | 1p36 | | | 1p37 | | | 1p38 | | | | | | | | |

#### The Arts

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1a1 | | | 1a2 | | | 1a3 | | | 1a4 | | | 1a5 | | | 1a6 | | | 1a7 | | | 1a8 | | | 1a9 | | | 1a10 | | |
| 1a11 | | | 1a12 | | | 1a13 | | | 1a14 | | | 1a15 | | | 1a16 | | | 1a17 | | | 1a18 | | | 1a19 | | | 1a20 | | |
| 1a21 | | | 1a22 | | | 1a23 | | | 1a24 | | | 1a25 | | | 1a26 | | | 1a27 | | | 1a28 | | | 1a29 | | | 1a30 | | |
| 1a31 | | | 1a32 | | | 1a33 | | | 1a34 | | | 1a35 | | | 1a36 | | | 1a37 | | | 1a38 | | | 1a39 | | | 1a40 | | |
| 1a41 | | | 1a42 | | | 1a43 | | | 1a44 | | | 1a45 | | | 1a46 | | | 1a47 | | | 1a48 | | | 1a49 | | | 1a50 | | |
| 1a51 | | | 1a52 | | | 1a53 | | | 1a54 | | | 1a55 | | | 1a56 | | | 1a57 | | | 1a58 | | | 1a59 | | | 1a60 | | |
| 1a61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Write Where We Belong

**Language** An Integrated Unit for Grade 1

## Analysis Of Unit Components

11 Subtasks
135 Expectations
308 Resources
99 Strategies & Groupings

-- Unique Expectations --
17 Language Expectations
13 Social Studies Expectations

## Resource Types

4 Rubrics
16 Blackline Masters
16 Licensed Software
188 Print Resources
32 Media Resources
8 Websites
23 Material Resources
12 Equipment / Manipulatives
1 Sample Graphics
0 Other Resources
8 Parent / Community
0 Companion Bookmarks

## Groupings

11 Students Working As A Whole Class
4 Students Working In Pairs
4 Students Working In Small Groups
10 Students Working Individually

## Assessment Recording Devices

11 Anecdotal Record
8 Checklist
2 Rating Scale
2 Rubric

## Teaching / Learning Strategies

1 Activity/learning Centres
4 Demonstration
3 Discussion
2 Game
1 Media Presentation
1 Mind Map
2 Oral Presentation
1 Puppetry
6 Read Aloud
2 Review
1 Story Mapping
1 Think / Pair / Share
3 Visual Stimuli

## Assessment Strategies

3 Classroom Presentation
2 Conference
11 Observation
1 Performance Task
1 Portfolios
1 Self Assessment